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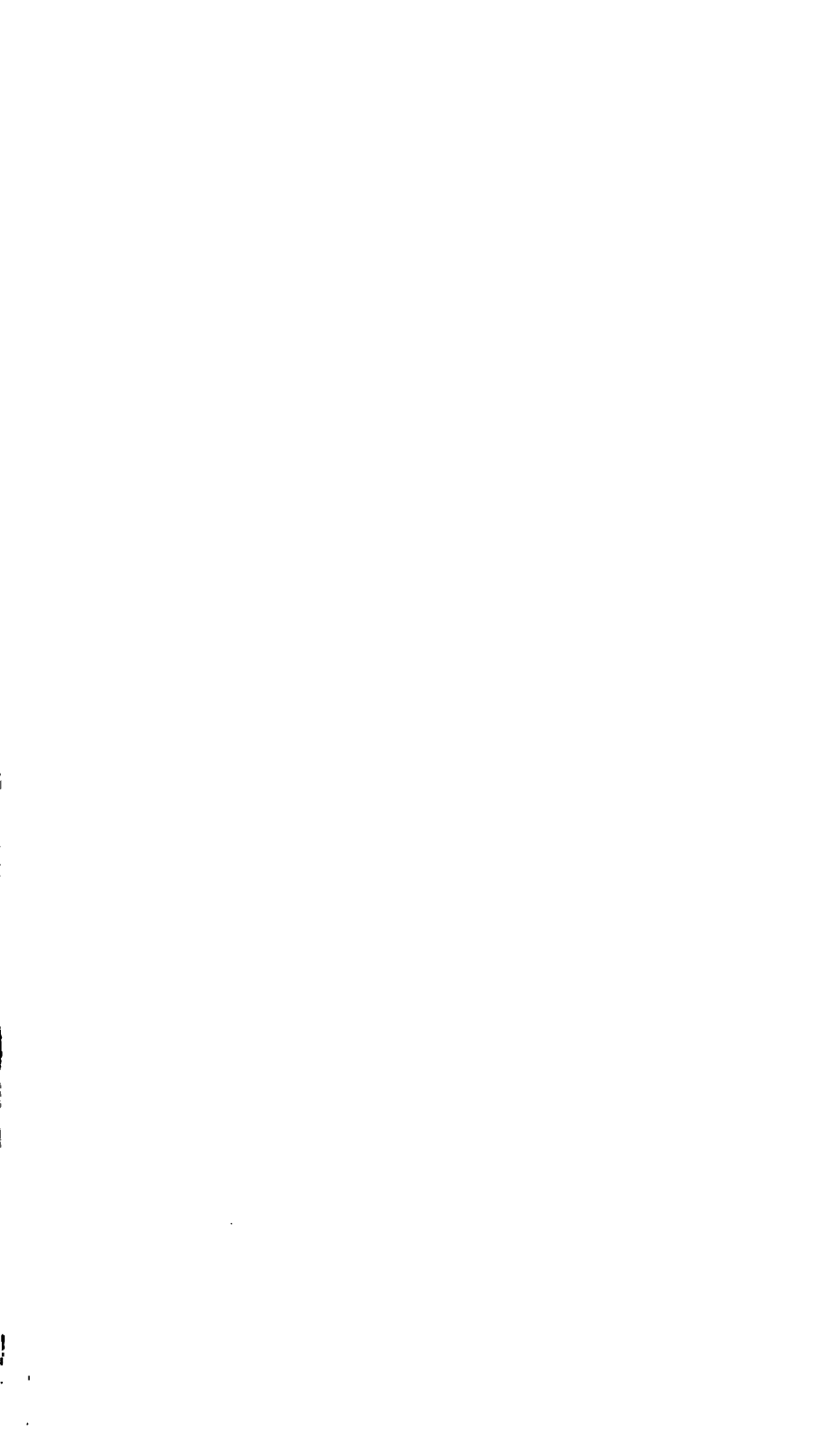
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THE
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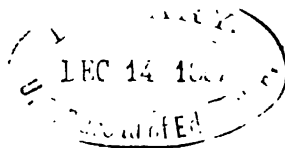
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JANUARY, 1861.

NO. 1.

THE NEBULAR HYPOTHESIS.

BY DANIEL KIRKWOOD.

The records of our planet's physical history, from the dawn of organized existence down to the epoch of man's creation, have, for the most part, been brought to light since the commencement of the nineteenth century. Within this brief period the immense antiquity of our globe, the former high temperature of its surface, and, in short, all the main facts and doctrines of geology, have been discovered or confirmed by a laborious examination of the planetary crust. *But the earth has also a pre-geologic history*—a history as yet undeveloped; the grand outlines of which must be derived chiefly from *celestial* phenomena.

"The testimony of the rocks" in regard to the one, may be more explicit than that of the *stars* in regard to the other. It must be borne in mind, however, that this department of research—the tracing of astronomical facts not accounted for by gravitation, to their source in the origin of the system—has hitherto received but little attention from men of science. Cogent arguments, it is true, were adduced by Laplace and Pontecoulant in favor of the nebular hypothesis, but very little has since been accomplished, tending to invalidate or confirm it.

The present article is designed as a popular rather than a scientific discussion of this interesting subject, and we trust its interest will not be abated by the fact that a portion of the matter has been

before presented by us anonymously in a Quarterly Review. We shall in the first place present a brief account of the origin and nature of Laplace's theory; secondly, a connected view of the principle phenomena by which it is sustained; and thirdly, consider the most prominent of the objections which have been urged against it.

As a group, our solar system is comparatively isolated in space; the distance of the nearest fixed star being at least seven thousand times the distance of that of Neptune, the most remote known planet. Besides the central or controlling orb, it contains, so far as known at present, sixty-seven primary planets, twenty-one satellites, three planetary rings, and nearly eight hundred comets. In taking the most cursory view of this system of bodies, we cannot fail to notice the following interesting facts in regard to the motions of its various members:—

1. The sun rotates on his axis from west to east.
2. The primary planets all move nearly in the plane of the sun's equator.
3. The orbital motions of all the planets, primary and secondary, except the satellites of Uranus and perhaps those of Neptune, are in the same *direction* with the sun's rotation.
4. The direction of the rotary motions of all the planets, primary and secondary, in so far as has been observed, is identical with that of their orbital revolutions; viz., from west to east.
5. The rings of Saturn revolve about the planet in the same direction.
6. The planetary orbits are all nearly circular.
7. The *cometary*, is distinguished from the *planetary* portion of the system by several striking characteristics: the orbits of comets are very eccentric and inclined to each other, and to the ecliptic at all possible angles. The motions of a large proportion of comets are *from east to west*. The physical constitution of the latter class of bodies is also very different from that of the former; the matter of which comets are composed being so exceedingly attenuated, at least in some instances, that fixed stars have been distinctly visible through what appeared the densest portion of their substance.

None of these facts are accounted for by the law of gravitation. The sun's attraction can have no influence whatever in determining either the *direction* of a planet's motion, or the eccentricity of its orbit. In other words, this power would sustain a planetary body moving from east to west, as well as from west to east; in an orbit

The Nebular Hypothesis.

aving any possible degree of inclination to the plane of the sun's equator, no less than in one coincident with it ; or, in a very eccentric ellipse, as well as in one differing but little from a circle. The consideration of the coincidences which we have enumerated led Laplace to conclude that their explanation must be referred to the *mode* of our system's formation—a conclusion which he regarded as strongly confirmed by the contemporary researches of Sir William Herschel. Of the numerous nebulae discovered and described by that eminent observer, a large proportion could not, even by his powerful telescope, be resolved into stars. In regard to many of these, it was not doubted that glasses of superior power would show them to be extremely remote sidereal clusters. On the other hand, a considerable number were examined which gave no indications of resolvability. These were supposed to be a species of self-luminous, nebulous matter—the chaotic elements of future stars. The great number of these irresolvable nebulae, scattered over the heavens and apparently indicating the various stages of central condensation, very naturally suggested the idea that the solar system, and perhaps every other system in the universe, originally existed in a similar state. The sun was supposed by Laplace to have been an exceedingly diffused, rotating nebula, of spherical or spheroidal form, extending beyond the orbit of the most distant planet ; the planets as yet having no separate existence. This immense sphere of vapor, in consequence of the radiation of heat and the continued action of gravity, becomes gradually more dense, which condensation was necessarily attended by an increased angular velocity of rotation. At length a point was thus reached where the centrifugal force of the equatorial parts was equal to the central attraction. The condensation of the interior meanwhile continuing, this zone was detached, but necessarily continued to revolve around the central mass with the same velocity that it had at the epoch of its separation. If perfectly uniform throughout its entire circumference, which would be highly improbable, it would continue its motion in an unbroken ring, like that of Saturn ; if not, it would probably collect into several masses, having orbits nearly identical. "These masses should assume a spheroidal form, with a rotary motion in the direction of that of their revolution, because their inferior particles have a less velocity than the superior ; they have therefore constituted so many planets in a state of vapor. But if one of them was sufficiently powerful, to unite successively by its attraction, all the others about its center,

the ring of vapors would be changed into one spheroidal mass, circulating about the sun, with a motion of rotation in the same direction with that of revolution."* Such, according to the theory of Laplace, is the history of the formation of the most remote planet of our system. That of every other, both primary and secondary, would be precisely similar.

If it be said that the small eccentricities of the planetary orbits, the approximate coincidence of their planes with that of the solar equator, and the uniformity of direction in which the planets move, are *ultimate facts*, that the *final cause* of these arrangements was the stability of the system; and that we transgress the legitimate domain of scientific research in *attempting* their explanation;—we ask by what rule in philosophy the arrangements in question are determined to be ultimate facts. Even granting their final cause to have been the stability of the system, we are by no means to conclude that they are necessarily unsusceptible of explanation. "Final causes," says Whewell,† "are to be excluded from *physical inquiry*; that is, we are not to assume that we know the object of the Creator's design, and put this assumed purpose in the place of a physical cause. We are not to think it a sufficient account of the clouds that they are for watering the earth—to take Bacon's examples—or, 'that the solidness of the earth is for the station and mansion of living creatures.' The physical philosopher has it for his business to trace clouds to the laws of evaporation and condensation; to determine the magnitude and mode of action of the forces of cohesion and crystallization by which the materials of the earth are made solid and firm. This he does, making no use of the notion of final causes; and it is precisely because he has thus established his theories independently of any assumption of an end, that the end, when, after all, it returns upon him and cannot be evaded, becomes an irresistible evidence of an Intelligent Legislator. He finds that the effects, of which the use is obvious, are produced by most simple and comprehensive laws; and when he has obtained this view, he is struck by the beauty of the means, by the refined and skillful manner in which the useful effects are brought about; —points different from those to which his researches were directed."

As the question, then, to which the cosmogony of Laplace proposes a solution, is a legitimate one, we shall proceed to consider some of the evidences by which the theory is supported.

* Harte's Translation of Laplace's System of the World, vol. ii. note vii.

† Bridgewater Treatise, vol. ii, p. 180.

1. *The nebular hypothesis furnishes a very simple explanation of the motions and arrangements of the planetary system.* In the first place, it is evident that the separation of a ring would take place at the equator of the revolving mass, where of course the centrifugal force would be greatest. These concentric rings—and consequently the resulting planets—would all revolve in *nearly the same plane*. It is evident also that the central orb must have a revolution on its axis *in the same direction with the progressive motions of the planets*. Again: at the breaking up of a ring, the particles of nebulous matter more distant from the sun would have a greater absolute velocity than those nearer to it, which would produce the observed *unity of direction in the rotary and orbital revolutions*. The motions of the satellites are explained in like manner. The hypothesis, moreover, accounts satisfactorily for the fact that the orbits of the planets are all nearly circular. And finally, it presents an obvious explanation of the rings of Saturn. It would almost seem, indeed, as if these wonderful annuli had been left by the Architect of Nature, as an index to the creative process.

The argument derived from the motions of the various members of the solar system is not 'new, having been forcibly stated by Laplace, Pontecoulant, Nichol, and other astronomers. Its full weight and importance, however, have not, we think, been duly appreciated. That a common physical cause has determined these motions, must be admitted by every philosophic mind. But apart from the nebular hypothesis, no such cause, adequate both in mode and measure, has ever been suggested;—indeed, none, it seems to us, is conceivable. The phenomena which we have enumerated demand an explanation, and this demand is met by the nebular hypothesis. It will be found, therefore, when closely examined, that the evidence afforded by the celestial motions is sufficient to give the theory of Laplace a very high degree of probability.

2. The fact that this theory of the genesis of the solar system may be extended to the binary and multiple systems among the so-called fixed stars, may be urged as no inconsiderable evidence in its favor. Unity, no less than variety, is characteristic of nature's works. All the diversified and apparently disconnected phenomena of the universe have their roots in a few general laws. Whatever, therefore, leads us higher in the process of generalization may be presumed to have some foundation in truth.

3. Numerous geological facts appear to harmonize with the hy-

pothesis under consideration. Fossil organic remains, and their absence in the earlier rocks, both indicate that the temperature of the earth's surface was formerly much higher than at present, and that the decrease was slow and gradual. In places, for instance, where ferns do not exceed three feet in height, those of former periods are found to have been from forty to fifty, and even seventy feet high. Now in regard to existing plants, it is well known that their *number*, as well as their *size and luxuriance of growth*, gradually increase as we advance from high latitudes toward the equator. In both these respects a similar increase is observable in descending through the successive strata of the ancient world, until we reach the oldest Secondary rocks. These facts are doubtless to be referred to the same cause, namely, a gradual change of temperature. A comparison of fossil animals with those now existing, leads to a similar result. This high temperature of the earth's surface during the earlier stages of its physical history, is attributed by most geologists to a central heat,* which diffused itself throughout the entire mass. That the interior of our planet is in a state of igneous fluidity, or has, at least, an extremely high temperature, is now very generally admitted. As we descend from the surface we find a regular increase of heat, varying indeed for different localities, partly no doubt, on account of the different conducting powers of the rocks which constitute the crust, but averaging about one degree for every fifty feet.† This has been ascertained from a great variety of experiments upon rocks and springs in mines, and upon the water issuing from Artesian wells. It is true, the depth to which man has been able to penetrate, is comparatively small; but assuming the same rate of increase to continue, it has been calculated that the point at which all known rocks would be in a state of fusion must be considerably less than one hundred miles from

* A different theory in regard to the ancient high temperature of the earth has been developed by the celebrated Poisson. Starting with the fact—established beyond doubt by modern observations—that the solar system has a progressive motion in space, he supposes that in the sweep of its mighty orbit it has passed through regions of very different temperature, and that the heat of former periods—the residuum of which is still found at great depths beneath the surface—was received *AB EXTRA* while in a portion of space much richer in stars, and having therefore a higher temperature, than that through which it is at present passing. “The physical doubts which have reasonably been entertained against this extraordinary cosmical view, (which attributes to the regions of space that which probably is more dependent on the first transition of matter condensing from the gasco-fluid into the solid state,) will be found collected in Poggendorff's *Annalen*, *bd. xxxix*, *S. 98—100.*” Humboldt's *Cosmos*, *vol. i. p. 165.*

† See proceedings of the American Association for the Advancement of Science, Tenth Meeting, Part II. p. 102.

the surface, and possibly less than fifty. Reasons are not wanting for regarding this molten mass as the seat of volcanic activity,† as well as the source of that great upheaving power by which not only mountains, but islands and continents have been elevated.

Geologists are generally agreed that there is conclusive evidence of the primitive igneous fluidity of the unstratified rocks of the earth's crust. Indeed it can scarcely be doubted that the solidification of the outer portions of our globe was a mere cooling by radiation from the surface. "There is no small reason," says Professor Hitchcock, "to suppose that the globe underwent numerous changes previous to the time when animals were placed upon it; that, in fact, the time was when the whole matter of the earth was in a melted and not improbably also in a gaseous state."* All this, it will be perceived, is in striking accordance with the Nebular Hypothesis.

4. Whatever may be the nature of the elevating force, it is not confined to our globe. The lunar and planetary mountains afford evidence of its action in the other members of our system—a fact which seems indicative of their common origin.

5. The spheroidal figure of the planets points to a great and significant fact in regard to their primitive constitution—the fact that they have *all*, at former epochs in their history, been in a liquid, if not in a gaseous state. That the polar flattening of the earth is not conclusive evidence of its primitive fluidity, has been affirmed, we are aware, by more than one writer of scientific eminence. If we suppose our planet to have been originally solid and perfectly spherical—its surface being entirely covered with water—the effect of its axial revolution would be the accumulation of water in the equatorial region, and a consequent recession from the poles. Sir John Herschel remarks,†

† "The similarity of lava, wherever found, and the close agreement as to composition and physical characters of the basalt of ancient epochs and of that still bursting through and intersecting the walls of modern volcanoes, are proofs that all such eruptions have a common origin, and are due, as well as the accompanying physical phenomena of earthquakes, to forces acting on the still liquid portion of the earth."—Portlock's *Rudimentary Geology*, page 70.

The researches of Hopkins and Hennessy have led to different results in regard to the thickness of the earth's crust. See *Trans. of the Roy. Soc.* for 1839, p. 381; for 1840, p. 193; for 1842, p. 43; for 1851, *Part II*, p. 495. Also, *Am. Jour. Sci.* March, 1852, p. 271, and for May, 1853, p. 126. For "some suggestions in Explanation of the primitive Incandescent condition of the Earth and other Planets," see *Monthly Notices of the Roy. Astro. Soc.* for January 13th, 1854.

* *Religion of Geology*, p. 22. † *Outlines, Arts* 226, 227.

that the gradual abrasion of these polar continents and their slow deposition in the deep equatorial ocean would eventually reduce the solid earth itself to the form of an oblate spheroid. Recently, however, H. Hennessy, an eminent mathematician, has subjected this hypothesis to the test of scientific scrutiny. The learned and original researches of this gentleman have shown that the ultimate ellipticity, in case the earth were at first a *solid* sphere as supposed by Herschel, would be

$$\frac{1}{404}, \text{ while that found by actual measurement is } \frac{1}{192} \text{ to } \frac{1}{302.004} \dagger$$

The theory of primitive fluidity may therefore be regarded as fully established. It is worthy of remark that the oblateness of Mars is much greater than would have resulted from its observed velocity of rotation, supposing the planet to have been originally fluid, homogeneous and of spherical form. How is this anomaly to be accounted for? On the nebular hypothesis we have only to suppose that in the process of transition from the gaseous to the liquid and solid form, "the liquid surface of some planets was solidified before they could assume the figure appertaining to their velocity of rotation."[§]

6. The Nebular Hypothesis affords the most probable explanation of the phenomena of comets. Laplace supposed these bodies to have their origin in portions of nebulous matter which had been left about the points of equal attraction between the sun and neighboring stars; the occasional preponderance of the solar influence causing portions of these outstanding nebulosities to enter our system from different quarters of the heavens. The orbits of such bodies would be very eccentric, and might have any degree of inclination to the plane of the ecliptic. Their motion, moreover, might be either direct or retrograde. Thus the great characteristics which distinguish the members of the cometary from those of the planetary system are necessary consequences of this theory of their origin.

"The attraction of the planets," says Laplace, "and perhaps also the resistance of the ethereal medium, ought to change several cometary orbits into ellipses, of which the greater axes are much less than the radius of the solar activity. It is probable that such a change was produced on the orbit of the comet of 1759, the greater axis of which was not more than thirty-five times the distance of the sun from the earth. A still greater change was produced in the orbits of the comets of 1770, and of 1805."*

7. The evidence afforded by the telescope in regard to the present physical constitution of the different members of the solar system ap-

† Madler, p. 50, Am. Jour. Science, vol. xxx.

§ Humboldt's Cosmos, vol. iv, (Bohn's Edition,) p. 427.

* System of the World, Harte's Translation, vol. ii, p. 364.

pears to be confirmatory of the nebular hypothesis. If the sun and planets have condensed from a gaseous state, the former, not only on account of the comparative recentness of its formation, but especially because of its great relative magnitude would retain an intensely high temperature for an indefinite period after the planets had cooled down. *The present heat, therefore, of the central orb, and the existence of a very extensive gaseous envelope, together with the various phenomena of the solar spots, would result as consequences from the theory of Laplace.*

[For the Indiana School Journal.]

EUROPEAN CORRESPONDENCE.

Letter from Tyrol.

Tyrol ; anciently the Land among the Mountains—Like a military city—Great streets and little streets—Wandering into the country—A Village—A Kitchen—A Stove—Making Mush.

"Tyrol, with its vast rocks and its valleys running hither and thither between them, is like a city with great streets and little streets, high walls and battlements, and strong gates looking toward all the four corners of the earth. * * * Not until the thirteenth century did it receive any other name than the 'Land among the Mountains,' then from a powerful count, the ruins of whose rocky fastness are still to be seen near the town of Meran, it assumed the name it now bears."

So says that useful man, the historian, and the traveler assents to the comparison of this mountain land to a warlike city. The walls and towers and battlements may be called legion, for it is even more mountainous than Switzerland. It is not so celebrated, because it boasts no peaks so lofty as Mt. Blanc, Mt. Rose, or the Jungfrau, and because, while it can show every variety of cataract, cascade and gushing stream, the mountains have left no room for lakes. Its vales and dales and glens, or, to resume the figure, its smaller streets are numerous, innumerable; its great streets but two; the Inn valley and the valley of the Eisack and the Adige. The latter runs north and south, and is joined to the other by the famous Brenner Pass. It may be called the principal business street; for through it alone can the north and south exchange their very different products;

and any number of omnibuses, hacks and coaches, crowded with passengers, follow in the train of the commercial wagons. The hungry Huns, and the hungrier hordes from further north, must have the credit of first making it a public passage way, and the ancient Romans of raising it to the dignity of a street. The old Roman road still winds through the defiles and climbs the stubborn rocks it had not the skill to circumvent, showing at regular distances certificates in the form of lettered stone pillars, which warrant it to be the genuine Roman road. The rich south on which it opens may be called the city pleasure garden, festooned with vines, fragrant with spicy fruits, and gay with roses as it is.

In the north the Inn valley runs from west to east nearly a hundred miles. It is happy and populous, and is made fruitful and productive by its industrious inhabitants. It is connected at both extremities with the great world. It contains the capital and the residence of the Arch duke, and therefore might be called the fashionable street, if the word fashion, in connection with any part of Tyrol, were not a sort of burlesque.

The little Stubaital, through which roars direct from the glaciers that glitter in strong contrast with the dark firs, the Rutz, and in which is heard too, from dawn to sunset, the clink of the smith's hammer as the iron found in the region is worked up on the anvil, this little Stubaital we may call the Street of Smiths. In the north east lies the lovely Ziller-thal, where are gold and silver mines,—where the fairest Tyroleans dwell, and from which 20 years ago four hundred of the best and truest were exiled because they had found the Bible, and taking it for the rule of life had discarded the worship of images, and the adoration of the Virgin Mary. Let this fair street be nameless.

Here toward the south is Groedenthal, in which the poor inhabitants lived scantily from what the crevices of the rocks would bring forth, until, in 1700, an ingenious herdsman in his unemployed hours made picture frames of wood, which brought him good pay. With his knife he thus opened the way to comfort and what the peasant considers affluence, and not only for himself but for his neighbors. Ever since, every hand not necessarily employed in some other way, has been engaged in cutting figures from wood. Shall we call this the Artist's street?

And here is the Passeiertal; we do not hesitate to call it Patriot, for here Hofer dwelt and here stands his house and live his children. Here too live a noble, handsome people. But they are poor. Men venture their lives daily to procure a handful of hay for the cow which supports their families; and so common is sudden death that the tidings, "Such a man has fallen and perished," is heard as elsewhere, "Such a one has a headache, or a chill." With ropes passing from one to another they mow the grass on the giddy heights, looking, as one traveler says, like birds caught in a net.

It is interesting to allow one's eye to wander over the map of such a country, and to let one's fancy rove through one of its thousand valleys ; but to see really the mountains, the peaks and pinnacles glittering as no towers and spires built by human hands ever glittered, kindles one's enthusiasm. We traveled to Innsbruck, the capital of the land, and anywhere else a fair and beautiful city, but at the foot of its frowning mountain wall it dwindles into insignificance, and we found little to interest us either in its fine churches or its fine works of art. We were impatient to see the country and the country people and to climb the rocks, so leaving city-life and the higher grades of civilization, we wandered out as free and independent as gipsies.

We had seen on the slopes of the southern range a little village which looked peculiarly picture-like and inviting. Toward this village we directed our steps. After leaving the city we crossed the Sill, the largest tributary of the Inn, below a fall of some ten feet, and began an ascent which occupied all our energies during the better part of the afternoon. The ascent gained, we passed through open, rolling fields and reaching our village found it as pretty and interesting as it had seemed from the opposite side of the valley. The people, even the children, were out in the fields harvesting ; the grassy streets were quite deserted, and houses and gardens, like the church and churchyard, looked still and dreary. A little brook dashing through the center sent up a monotonous roar which rather seemed to deepen the stillness. At the tavern we found some signs of life ; for the yearly wash was in progress. But in consequence all the sheets were in the tubs, and our proposition to spend the night was received with some hesitation. Mistress and maids, however, held a conclave, and the question was not only decided favorably, but there seemed every prospect of good accommodations.

Now an interesting question rose in our minds. Since we had entered the Tyrol we had seen genuine corn-fields, corn-fields which in extent might almost compare with the vast fields on our prairies, and to-day our faces had been brushed by the long leaves and we had handled the soft silk of the young ears. We felt convinced there must be some other product from these fields than food for stock. We wanted corn-bread, or corn-cakes, or something made from corn for supper. But we could not make ourselves understood and with the permission of the good landlady we proceeded to explore. On opening a drawer in the kitchen, as nice cornmeal as ever was ground was disclosed. But now what was to be done with it ? Let me describe the kitchen and you will acknowledge, without casting any imputation on our culinary knowledge or skill, that the question was a reasonable one. Occupying two-thirds of the space was a heathenish affair, built of brick and mortar, called the stove. It was about three feet high, eight feet in length and breadth ; the top per-

fectly flat. On this flat top was a fire made of little sticks, brush we would call them. Before the fire stood a tin thing containing, on a spit which ran through it, a piece of veal which was baking in the heat thrown out directly from the fire, and indirectly from the sides of the reflector. A little iron tripod stood near. There were no hand-irons, no crane, nothing at all in connection with the stove, that could not be found out of doors, with the exception of an invisible hole in a distant corner of the black ceiling for the accommodation of such of the smoke as should find its way there. By the door hung six or eight frying pans from three to eighteen inches in diameter; on another row of nails as many copper vessels of the same shape and size. Shallow crockery pans filled three or four shelves.

Of course baking was out of the question, but evidently boiling was not. We could and would have mush. Fancying our Tyrolese landlady and her attendants knew nothing of this dish which we supposed to be of Indian origin even to the name, we fell to preparing it ourselves. The blaze received the tripod, and the tripod one of the large sized frying pans. Contrary to the rule the watched-pot boiled in a few minutes, and we vigorously stirred in the meal. Rather a hot piece of business this was, with the hot smoke curling around our heads, the blaze darting at our hands and the thin mixture steaming and bubbling, spluttering and popping furiously in every direction. But we were rewarded with a supper which was unanimously pronounced delicious. It was also a unanimous request that we should have mush for breakfast. This our landlady prepared in the Tyrolese style, boiling the meal in milk and butter, and setting it on the table in the black pan in which it was cooked!

We find that meal is the main subsistence of the Tyroleans. Mixed with rye it forms a black, and to us disagreeable bread; and made into mush they eat it for breakfast and supper almost invariably. They have a peculiar word for corn which we had not before heard, and mush they call *moos*, so I suppose our word is, —Fowler to the contrary notwithstanding,—of Saxon origin.

M.

There are at present 411 journals published in England, 22 in Wales, 121 in Scotland, 123 in Ireland, and 11 in the Channel Islands—in the whole United Kingdom 698; while in the State of New York alone, in 1858, there were 613. Pennsylvania had 418; Ohio, 393; Massachusetts, 226; Illinois, 221; Virginia, 138; Missouri, 163; and the remaining States and territories, 1, 643. In the whole United States there were 3,754, or nearly six times as many as in Great Britain.

[For the Indiana School Journal.]

STORIES FOR CHILDREN.

BY SARAH C. SAWYER.

When I was a little girl of some eight or ten summers, I had three school mates, named Jennie, Annie and Amy. Now Jennie was a very jealous little girl, always suspecting her school mates of saying some evil of her. One *First* day when Jennie's sister had employed her to take care of her baby while she went to meeting, while sitting playing with the baby she espied Amy and Annie going by. The next morning when we had all assembled at the school, she came up to Amy and Annie exclaiming, "When I saw you going by yesterday I ran out and hid in the currant bushes, and I heard all you said, and you were talking about me, and what a mean girl I was!" "Oh! we never, never said such a thing!" exclaimed they with one voice. Still she looked very sullen. Soon "books" called, and we seated ourselves. Presently Jennie came up to me, and after sitting a little while slipped slyly along the bench to them, and I saw her whispering, and they then looked very sour at me. As soon as recess came they hurried to me, telling me Jennie told them that I said they told me that they had been speaking ill of her. Of course I was surprised, and earnestly denied it; but she, I am sorry to say, persisted in the assertion, and they did not know what to believe, which of course made me feel very bad. At night I told my mother all about it, when she said, "Oh, what a foolish little girl thee is; can't thee have patience? Don't thee know the *truth* will always come to light?" And years after Amy, Annie and I laughed over that childish quarrel, for the truth did come to light.

Three years since I was sitting conversing with a friend, when her son, a boy of some fifteen years, passed hastily through the room exclaiming, "Mother, Ann's stealing Mrs. Brown's peaches." His mother instantly hastened to the door calling her little girl in the house. In a moment her brother returned, saying in a tone of contempt, "I *would* steal Mrs. Brown's peaches!" "I didn't." "You did." They repeated the same words several times; the little girl's cheek burning with mortification and a tear glistening in her eye, and the mother, mother-like, trying all the while to still their angry voices. I stepped up to the little girl and told her not to fear if she was innocent—the truth would come to light, but she didn't appear much comforted.

A few moments after I called on the next neighbor with her mother, and Mrs. Brown coming in my friend inquired if her little daughter had disturbed the peaches. "Oh no," she replied, "Laura and Annie were

sitting on the fence and the peaches looked so beautiful they could not help touching them, but they took none."

So my little readers, if you are ever unjustly accused, I hope you will remember that there is a Power over which we have no control, and He will see that justice is done ; and this may prevent your ever getting angry or grieving over a provocation

12th month, 1860.

THE TEACHINGS OF ARITHMETIC.

When the pupil does not understand the question or proposition, he should be allowed to reason upon it in his own way, and agreeably to his own associations. Whether his way is the best or not, on the whole, it is the best way for him at first, and he ought by no means to be interrupted in it, or forced out of it. The judicious teacher will leave him to manage it entirely by himself, and in his own way, if he can. Or, if he meets with a little difficulty, but is still in a way that will lead to a proper result, he will apply his aid so as to keep him in his own way. When the scholar has been through the process in his own way, he should be made to explain how he has done it; and if he has not proceeded in the best way, he should be led by degrees into the best way.

Many teachers seem not to know that there is more than one way to do a thing or think of a thing; and if they find a scholar pursuing a method different from their own or that of the text book, they suppose of course he must be wrong, and they check him at once, and endeavor to force him into their own way, whether he understands it or not. If such teachers would have patience to listen to their scholars, and examine their operations, they would frequently discover very good ways that have never occurred to them before. Nothing is more discouraging to scholars, than to interrupt them, when they are proceeding by a method which they know to be right; and to endeavor to force them into one which they do not understand, and which is not agreeable to their ways of thinking. And nothing gives scholars so much confidence in their own powers, and stimulates them so much to use their own efforts, as to allow them to pursue their own methods, and to encourage them in them.—
Warren Colburn.

The moment anything assumes the shape of duty, some persons feel themselves incapable of discharging it.

OUR STELLAR SYSTEM.

The greatest of all the problems with which science has ever grappled is the relation of the stars to each other. Sir William Herschel, with his great telescope and his comprehensive mind, led the way in this sublime study, and the path which he marked out is now being pursued by able and earnest observers all over the civilized world. The results yet obtained in regard to the position of the fixed stars in relation to each other and their distances apart, are neither as positive nor as definite as our knowledge of our own solar system, still within certain limits, some facts have been determined which almost overwhelm the mind with their inconceivable grandeur.

First, it has been ascertained that our sun is one of an innumerable multitude of stars which are grouped together in one collection or system, separated from other stars in the universe. The general form of this stellar system, and our position in it, have been roughly determined. It is in the form of an irregular wheel, with a deep notch in one side, and with a portion of another wheel branching out from it. Our sun is situated pretty near the middle of the system, and about where the branch divides. The dimensions of this cluster of stars are so vast that if expressed in miles they would require a row of figures of such confusing length as to convey no definite idea to the mind, and the plan has been adopted of stating the time which a ray of light would require to traverse them. It would take a locomotive 500 years to pass from the earth to the sun, while a ray of light makes the journey in eight minutes, and yet a ray of light moving with the same velocity, would require three years to reach the nearest fixed star! In applying this measuring rod to our stellar system, it is found that, through the thickness of the wheel the distance is such that light would occupy about 1,000 years, and through the diameter not less than 10,000 years in making the passage! In some directions, indeed, the system stretches away into the depth of space beyond the reach of the most powerful telescope to measure.

If we pass through the inconceivable distances we have been considering, out beyond the boundaries of our stellar system, we find a region of empty space, destitute of stars, at all events those which are luminous and visible. Traversing this void space through distances which appal the mind by their immensity, we find other systems of stars probably similar to our own. And astronomers are now considering the possible relations of these several clusters to each other—whether there is not a system of systems! This is the most sublime problem which has ever engaged the attention of the human mind.—*Scientific American.*

Duration of Life.

DURATION OF LIFE.

A very interesting fact has been brought to light by life assurance calculations—as interesting to the philosopher as to these companies, viz : the relative longevity of different countries. It demonstrates that health, that is to say, the length of life, is proportionate to the progress of civilization, that the supposed bad effects of the luxury of the latter is not a serious evil, in this respect at least. Dr. Farr's tables throw important light on this subject. He shows that

In England one person dies annually in every 45 years.

In France “ “ “ “ 42 “

In Prussia “ “ “ “ 38 “

In Austria “ “ “ “ 33 “

In Russia “ “ “ “ 28 “

The least advanced of these five countries has then the least probabilities of life, and the ratio of longevity, to civilization, is as regular as the process of a natural law.

A few more curious facts may be mentioned. First : Assurance statistics have disproved, in England at least, the common impression that country life is usually the safest. City and town policy holders are found to be the longest lived. Second : These statistics upset the Government Annuity theory that female life is safer than male ; the latter have the longest average life. Irishmen hold on much more doggedly to life, and Ireland beats both town and country, in England, in the favor of the London companies,

One of the curious and grateful facts, brought out by these calculations, is the average increase of the length of life. According to the English tables mortality had decreased more than one-fourth (at least two-fifths) in England in the century from 1720 to 1820. Accordingly, the premiums of Assurance companies have continually lessened.

WHY ARE THE PRAIRIES TREELESS ?—The Westerners, when they speculate on geology, answer the question by affirming that the prairie fires have burnt them off—that they have been frightened out of existence by the fires of the Indians. At other times they vary their theory by affirming that the absence of trees is due to the deficiency of rain ; but neither does this stand examination, for the maps of the distribution of rain show that the fall of rain on the prairies about equals that in other regions.

Mr. Whitney, in his paper on the Origin of the Prairies, read before the Scientific Congress, shows that the real cause of the absence of aborescent vegetation lies in certain mechanical conditions of the soil, and its extreme fineness.—*Western Paper.*

Tekel.

[For the Indiana School Journal.

TEKEL.

Bright were the lights on tower and hall,
To grace Belshazzar's festival,
While all around
Harmonious numbers rose and fell,
Enhancing the bewildering spell,
Which beauty bound
About each heart ; and then rose high
The sound of joyous revelry,
And wine went round.
Nor praised they then the one true God —
But gods of Idols, gold and wood.
Jehovah frowned
Upon their mirth ; for on that night, —
See ! on the wall strange figures write,
And all confound.
Among the writing that they wrote
Belshazzar's ruin to denote,
Tekel was found.
And this the interpretation said :
"Thou in the balances art weighed,
And wanting found."
Years have rolled onward, like a flood,
And where Belshazzar's palace stood,
Ruin appears.
Yet oft has that prophetic word
Been seen, and read, and now is heard,
By thoughtful seers ;
For when the right is trampled down,
When wrong supports the oppressor's crown,
And good men's tears
No power possess the heart to move,
And Truth, and Duty, Kindness, Love,
By impious jeers
Are met ; when tender sympathy
For "suffering humanity,"
(Which most endears
Man to his fellow man) is vain,
Then Tekel may be heard again ;
Then may be found —
Of such th' interpretation said,
"These in the balances are weighed,
And wanting found."
Falsehood, that o'er the earth doth walk,
Wearing the mask of truth ; all mock
Humanity ;
And vice though clad in virtue's guise ;
And folly seeming to be wise ;
And Slavery
To wrong, in feeling, speech, or thought,
Although it hath the semblance bought,
Of Honesty ;

Crimes that are covered o'er with gold ;
 Judgment that can be bought or sold ;
 Hypocrisy,
 And Malice ; though they seek to hide.
 'Neath Pharisaic pomp and pride,
 Unveiled shall be
 By Him who sees not as man sees.
 Surely there may of things like these,
 Tekel be found.
 Of such th' interpretation said,
 These "in the balances are weighed
 And wanting found."
 Ignoble thoughts, though stamped with names,
 Genius has proudly placed on Fame's
 Exalted scroll ;
 And doctrines subtle, false, and wrong,
 Whether in sermon, or in song,
 That vex the soul
 With needless questions, and astray
 From simple Truth lead far away
 To errors goal ;
 And books of spurious sentiment
 Rousing ambitious discontent—
 The fearful shoal
 On which are wrecked many young hearts ;
 When light of the last day imparts
 To man the whole
 Of his short life, his words and deeds,
 And influence ; of such must needs
 Tekel be found.
 Of such th' interpretation said,
 "These in the balances are weighed
 And wanting found."

YALE AGRICULTURAL LECTURES.

The public will be gratified to learn that the novel experiment of the Yale Agricultural lectures last winter was so successful as to induce its repetition this winter on a more complete scale. This course will commence February the 5th, and continue throughout the month. These lectures, which are of great value to the whole country, and worthy the attention of every cultivator, are given under the auspices of the Yale Scientific School, or Scientific Department of Yale College, as a supplement to its newly instituted course of practical collegiate education, and for the benefit of the public at large. A new and important feature of this course will be its complete illustration by specimens, models, drawings, and animals. Life-sized paintings of groups from celebrated herds will be included in these illustrations. The lecturers of last year will take part in the course, and other eminent names, with a variety of new subjects, will be added to the list.

Mathematical Department.

DANIEL KIRKWOOD, EDITOR.

PROBLEM No. 185.

In a plane triangle having given the sum of the two sides, the perpendicular drawn from the angle included by these sides to the base, and also the difference of the segments of the base, to construct the triangle geometrically.

SOLUTION. BY J. STAFF.

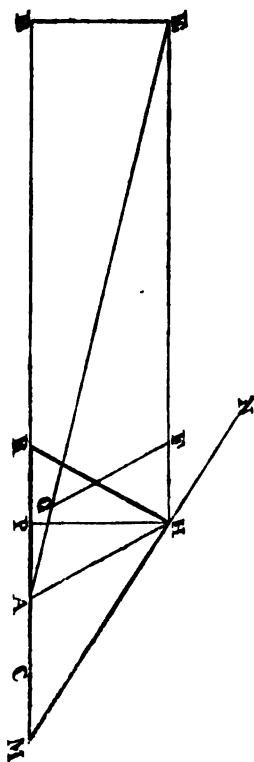
Draw AM equal to the difference of the segments of the base and bisect in C . In MA produced take CB a third proportional to $2AM$ and the sum of the sides MN . Raise BE perpendicular to MB , and equal to the given altitude, and draw HE parallel with MB , on which lay off $EF = MN$. Draw EGA , upon which take $FG = AM$. Draw AH parallel with FG and draw MH . Lay off $HR = HA$ on the opposite side of the perpendicular HP . Then will RMH be the triangle required.

DEMONSTRATION.

$FG : AH :: EF : EH$; or $AM : AH :: MN : BP$. $\therefore 2MN \times AH = 2AM \times BP$.

By construction $MN^2 = 2AM \times BC$, and by subtraction $MN^2 - 2MN \times AH = 2AM \times CP = HM^2 - AH^2$, (deducible from Euc. 12. 2) add AH^2 to each and we have $(MN - AH)^2 = HM^2$ or $AH + MH, (RH + MH), = MN$, the sum of the sides, $RP = PA$; AM is the difference of the segments of the base.

Q. E. D.



PROBLEM No. 189.

Given the base of a plane triangle, (50,) the sum of the other two sides, (90,) and the vertical angle, (45°,) to determine the triangle.

SOLUTION—BY NUMERATOR.

Let ABC represent the triangle; where $AB=50$, and $C=45^\circ$. Put $AC=x$; then $BC=90-x$, and

$$50 : x :: \frac{1}{2}\sqrt{2} : \frac{x\sqrt{2}}{100} = \text{Sin. } B.$$

$$50 : 90-x :: \frac{1}{2}\sqrt{2} : \frac{90\sqrt{2}-x\sqrt{2}}{100} = \text{Sin. } A;$$

and (Davies' Trig., Art. 85)

$$\text{Sin } A + \text{sin } B = 2 \text{ sin. } \frac{1}{2}(A+B) \text{ cos. } \frac{1}{2}(A-B); \text{ or,}$$

$$\text{cos. } \frac{1}{2}(A-B) = \frac{9}{10} \sqrt{2} \div 2 \text{ sin. } 67^\circ 30' = \frac{1.27278}{1.84776} = 0.68882;$$

$$\text{therefore } \frac{1}{2}(A-B) = 46^\circ 28';$$

$$\text{but } \frac{1}{2}(A+B) = 67^\circ 30'; \text{ consequently, } A = 113^\circ 58'; \text{ and } B = 21^\circ 02'.$$

[An ingenious solution of this problem was given by Mr. C. F. R. BELLINGS. His results, however, differ slightly from those of NUMERATOR.]

PROBLEM No. 194.

Two given circles, lying in the same plane, intersect each other. From one of the points of intersection draw two chords, one in each circle, so that they shall contain a given angle, and have to each other a given ratio.

SOLUTION. BY J. STAFF.

Draw any two lines, AM and AN, including the angle MAN equal to the given angle between the required lines. Lay off Am and An in those sides, in the given proportion of the lines.

Draw Amb and Anb equal respectively to the angles subtended by the common chord from any points in the circumference, and from A through their intersection at b draw AB equal to the common chord. Draw BM, BN parallel with bm and bn, intersecting AM, AN in M and N. Describe the circles as given, and apply AM and AN from either intersection, and it is done. The demonstration is plain from the construction.

PROBLEM No. 195.

A boy counting his marbles, two by two, three by three, four by four, five by five, and six by six, each time had an odd one; but counting them by sevens they came out even. Find arithmetically how many marbles he had.

SOLUTION. BY D. M. HUDSON.

It is evident that the number diminished by unity is a multiple of 2,

3, 4, 5, and 6; of which the following are a few: viz., 60, 120, 180, 240, 300, 360, 420, &c. Of these, 300 is the only one which increased by unity will become a multiple of 7; therefore 301 is the number of marbles.

Also $300 \times 8 + 1 = 2401$, and, $2400 \times 8 + 1 = 19201$, &c., will satisfy the condition of the problem.

PROBLEM No. 196.

When a boy (a) feet from the trunk of a tree (b) feet in height, is approaching the tree at the rate of (c) miles per hour, at what rate is he nearing the top?

SOLUTION. BY D. M. HUDSON.

Let x = his distance from the trunk, u = the distance from the top

= $f(x)$. Then $u = \sqrt{x^2 + b^2}$.

therefore, $du = \frac{x dx}{\sqrt{x^2 + b^2}} = \frac{ac}{\sqrt{a^2 + b^2}}$ = the required rate.

PROBLEM No. 205.—BY C. F. R. BELLWS.

The solution of the equations

$$x + y + z = 90 \quad . \quad . \quad . \quad (1)$$

$$y + z = 60 \quad . \quad . \quad . \quad (2)$$

$$x + y = 60 \quad . \quad . \quad . \quad (3)$$

verifies a graphic solution of a geometrical problem. What is the problem, and what its solution?

SEVENTH ANNUAL MEETING OF THE INDIANA STATE
TEACHERS' ASSOCIATION.

REPORTED BY HIRAM HADLEY.

INDIANAPOLIS, Dec. 26, 1860.

The Association met in the Senate Chamber at 2 o'clock P. M., and on motion of O. Phelps, T. J. Vater was called to the chair.

By request of the chair the meeting was opened with prayer by Rev. Cyrus Nutt.

On motion of O. Phelps, Hiram Hadley and D. H. Roberts were appointed assistant Secretaries. The Secretary read the Constitution, and on motion, G. W. Bronson was appointed to solicit the names of those wishing to become members of this association; also to procure during its sittings the names of all members present.

G. W. Hoss moved the appointment of a committee of five to nominate a committee of three to act with the retiring and incoming Superin-

tendents of Public Instruction, in representing the educational interests of the State to our next Legislature; which after discussion by Messrs. C. Nutt, E. P. Cole, M. J. Fletcher, O. Phelps, G. W. Hoss, and others, was adopted, and the following committee was appointed by the President: Messrs. Hoss, Fletcher, Phelps, Bowen, and Nutt.

Report of Committee on Teachers' Institutes Being the order, G. A. Irvine, of Fort Wayne, stated that several Institutes had been held in the section of our State which he represented, but that personally he had devoted his efforts to speaking to the people whenever and wherever he could get them to hear,—that it had worked well. He considered it the teacher's duty to enlighten the people on educational interests;—that teachers themselves must expect to build up their own profession.

E. P. Cole, of Bloomington, reported: We made our first effort at a Teachers' Institute in Monroe county, in which there are 500 voters who cannot read the ballots they vote. The Institute continued two weeks; interesting and satisfactory, and at the conclusion it was resolved to meet again next year. Political excitement had so claimed the attention of the people that it had been difficult to approach them on educational matters; but he believed the *people* were nearer right upon these subjects than their rulers.

G. W. Hoss reported that he had held Institutes and organized county associations;—had addressed the people of several counties, and found a general interest manifested on the subject of education. "Though not quite so warm in some places as in places where it was warmer." He had held three Institutes,—one of two weeks in Marion Co., one in Henry Co., and one in Decatur Co., of one week each—the first two full of enthusiasm, the third not quite so enthusiastic. In all these places they resolved to hold Institutes again. It was his settled conviction, that, in the absence of Normal Schools, well conducted Teachers' Institutes afford the best and most economical means for teachers to improve themselves, and to elevate the standard of their profession.

O. Phelps had been disappointed in his plans on account of ill-health, but had attended three Institutes and delivered several lectures. He agreed with the remarks of Mr. Hoss, in the main, but would rather favor the idea of asking the legislature to make appropriations for Normal Schools than for Institutes.

On motion, the report of James G. May on the Office of School Directors was read by G. W. Hoss,—Mr. May being absent.

The report considered the provision of the School law, directing the selection of teachers by popular voice, wrong. These elections often partake of the intense party feeling which pervades all classes, thus destroying educational interest and harmony, and resulting in the selection of very incompetent teachers. One of the duties of the school Director should be to call and hold educational meetings.

The report was discussed by Messrs. Phelps and Fletcher, and referred to the committee to be appointed to confer with the two Superintendents.

On motion, adjourned till 7 o'clock, P. M.

EVENING SESSION.

Prayer by Dr. Brown. E. P. Cole, President of the Association delivered an address on the Moral Responsibility of the Teacher.

On motion of Cyrus Nutt, a committee, consisting of Messrs. Nutt, Brown, and Phelps, was appointed to consider and report the propriety of establishing a Normal School.

The Nominating Committee appointed at last sitting reported the names of Geo. A. Irvine, G. W. Hoss and Cyrus Nutt, to co-operate with the Superintendents of Public Instruction. They were unanimously chosen.

On motion, the President's Address was taken up for discussion—speakers limited to five minutes each.

Mr. Marsh was pleased with the address. He conceded the great influence of the Bible in moral instruction; but whether it is enough to read a portion of the holy scriptures without comment, is a query he must answer in the negative.

Rev. Mr. Faurote thought that that the teacher should give an explanation of the words and statements of facts. The teacher should be alive upon the subject of moral education. Morality is a living principle toward man; Religion a living principle toward God. The teacher should be an embodiment of both.

Mr. Nutt.—We all agree that moral instruction is of the very highest importance; but how can the work be done? is the great question.

Mr. Brown, of Richmond, had hoped that something tangible would be presented to the Association. He had sometimes set aside 15 minutes for the presenting of queries of a moral nature by teacher and pupils.

E. H. Staley thought morals should be the paramount object of the teacher, but that morals could not be taught by the use of the Bible alone. The life of the teacher, and every act his, in the school room and elsewhere, should teach morality. He should show by every action that he is guided not by expediency but by principle.

Rev. L. G. Hay.—Spends 15 or 20 minutes each day in having his pupils read the scriptures. He makes comments, especially upon historical facts. He had known Hindoos who were well acquainted with all the best English authors, but had never read the Bible. They were invariably atheists.

Mr. Cole each morning reads a few verses of scripture, engages in prayer immediately after, and then the whole school engages in a reading exercise from the bible. He applies the precepts of the Bible to the rules of conduct in the school-room, and uniformly teaches morality as founded thereupon.

J. Baldwin.—If the Bible is our standard of morality, it must be taught as any other branch of study. We must not only *teach* the moral truths contained in it, but we must practically enforce them.

O. C. Brown, of Ohio.—Let the teacher who goes into the school-room and undertakes to teach morality there, teach it also upon the play ground. If any pupil should offend by immoral conduct, let the teacher read before the whole school a passage of scripture especially applicable to the offender.

On motion, adjourned till 9 o'clock to-morrow morning.

SECOND DAY—THURSDAY MORNING.

The Association met pursuant to adjournment; President in the chair. Prayer by Rev. T. A. Goodwin. Minutes of yesterday were read and approved; the Secretaries, on motion, are requested to incorporate a brief of the addresses and discussions delivered before the Association.

Professional Queries being the order, the following were presented:—

What is the best method of conducting a monthly teachers' association?

J. Baldwin.—The best method of conducting a monthly association is to make it eminently practical—make each meeting a model school, imparting actual instruction.

T. A. Goodwin—Considered a *monthly* teachers' association a practical impossibility in the State of Indiana. A meeting once in three months, or during the holidays, might do. Teachers in the country have not time; the attempt would only serve to break down associations altogether.

A. C. Shortridge had found monthly associations a real success. The Wayne county association had held monthly meetings with a single failure for six years. Subjects were selected at each meeting for the subsequent meeting, and persons appointed to report on various subjects. These exercises with the addresses and discussions keep up an interest which warrants its continuance.

Mr. Roberts gave a brief history of associations in Wayne county, and of his attempts to organize similar institutions in other counties, some of which were failures.

Mr. Heilscher.—The difficulty is, in many counties the parents cannot read, the teachers are not appreciated, and consequently teachers' associations fail for want of moral support.

C. Smith was thankful that we have a Wayne county, otherwise we should have no monthly teachers' associations. They had failed in Marion county.

G. W. Bronson.—The teachers of Indianapolis now meet semi-monthly; they appoint teachers to report in the different branches, and exchange methods of teaching.

G. P. Brown, of Richmond, said that in Wayne county, if a number

of teachers did not make it a matter of conscience the association would be a failure.

Several other queries were presented, but the time expiring they were not discussed.

The question, Should the Legislature at its present session levy a two mill tax for school purposes? was then taken up and discussed.

T. Heilscher said that two years ago, when this subject was presented to the Legislature, the timidity of legislators prevented any action. Illinois has granted it—we *must*. We must have a tax sufficient to keep our schools open nine months in the year.

Mr. Marsh advocated an additional mill tax. Nine out of ten in his county (Bartholomew) would sign a petition for such a tax. We have now three months of school: an additional mill will give us six months. He thought the matter had never been fairly presented to the people.

T. A. Goodwin thought that it should not be asked of the present Legislature on account of the chaotic state of our school law. The system should be better regulated before we ask for more money. First, properly use what we have. He was not opposed to a two mill tax; but it should not be urged this winter.

Mr. Nutt.—It has been suggested that any action of this body would attributed to improper motives; but shall we remain silent upon one of the most important matters that can come before us, lest we should be misunderstood? He was in favor this being a free country. Teachers should not be afraid to talk to the people or to the legislators. This tax is *necessary* to make the people feel the good of the system. We have the machinery—let us have the oil.

Mr. Heilscher.—Talk of waiting! Two years ago it was *too soon*; two hundred years hence it will be *too soon*. The swamp lands have been stolen, and a two mill tax is the least that we can ask. Children now seven years old will be twelve before the Supreme Court can be changed.

R. T. Brown.—One of the great defects of our school system is the want of competent teachers. How can professional teachers be made? It is impossible while schools are taught but a few months in the year. This can only be remedied by giving teachers constant and permanent employment.

A. J. Vawter thought that timidity should not deter this Association from asking that which the interests of the State demand. He had found by correspondence that educators and trustees were generally favorable to a change, providing for better schools. He suggested the propriety of a convention of Trustees to confer with the Superintendents.

Mr. Baldwin did not think this Association would hesitate ten minutes in deciding that a two mill tax should be levied. If the public money

will keep the schools up six months in the year, the people will keep them up the other three, and we shall have permanent schools.

Mr. Brady said, We have the machinery of a correct system, but we need more funds. The Graded School in his county had been compelled to suspend, and the people were beginning to enquire, Why is our school not kept up?

Mr. Olcott said there was great danger of blowing up the whole system. He had been among the people, and was convinced that the legislature that passed such a law would not be sustained by them.

O. Phelps said that every educator should answer this question in the affirmative. The question is not how it would affect the legislature. Our present system is unpopular because the funds are not properly applied. This must be remedied. The proposed tax might be unpopular for the time, but two years would see it sustained.

Mr. Rugg concurs with the resolution to amend the 1st section of the School law. The average length of schools last year was only seventy-seven days. He is in favor of a two mill tax, and expects to recommend such to the next legislature.

Mr. Fletcher.—Mr. Rugg's figures show conclusively that we need more schools. 'I will command all the money or not a cent.' Teachers' wages are too low;—higher wages will insure higher worth.

Mr. Irvine said teachers should speak out boldly. If the interests of education in our State require a two mill tax, let us demand it. Let the subject be agitated, and let our sister States see our disgrace. Sooner or later we must have the law.

A. R. Benton offered the following resolution in regard to the subject:

2 *Resolved*, by the Teachers' Association of the State of Indiana, that it is highly desired that a tax of two mills be levied for the support of Common Schools in the State, and that the Cooperating Committee on the improvement of the School law, be requested to urge this upon the attention of the Legislature by all suitable methods.

Unanimously adopted. G. W. Hoss offered the following:

Resolved, That the members of this Association circulate petitions in their respective cities and neighborhoods, asking a two mill tax for the support of Common Schools,—Boards of Trustees and Directors signing the petitions in their official capacities, and that these petitions be forwarded to the committee on schools and school laws.

Resolution adopted. On motion of Mr. Hill, the Association agreed to meet at half-past one, P. M., for the purpose of discussing the best methods of interesting pupils.

On motion of G. W. Bronson, a vote of thanks was tendered the President, E. P. Cole, for his able and instructive address last evening.

By consent the programme was changed to allow the report on Institutes to precede the discussion of Normal Schools.

AFTERNOON SESSION.

The Association met pursuant to adjournment; President in the chair. Prayer was offered by Rev. L. G. Hay.

Mr. Hoss then read his report on Teachers' Institutes. Discussion of the topics contained in the report being in order Mr. Baldwin offered the following :

Resolved, That this Association appoint a State Institute Committee to consist of one member from each Congressional District who shall be charged for the coming year with the organizing and holding of Institutes in all the counties in their respective Congressional Districts. Decided out of order by the Chair—decision overruled by the Association.

Resolution discussed in the affirmative by Messrs. Hoss, Bronson, Powner and Phelps—in the negative by Mr. Irvine.

On motion of Mr. Phelps, laid on the table at present, for other business.

On motion the order of the programme, as decided this morning was suspended for the purpose of hearing the report of B. C. Hobbs on School Discipline.

The speaker proposed as he was limited to fifteen minutes, he would endeavor to give us what the doctors call "Fluid extracts." The points presented, necessary to the good disciplinarian, were, Industry, Punctuality, Watchfulness, Self Control, Uniformity in order, Neatness, Originality, One thing at a time, Exercise by the teacher, Earnestness, Cheerfulness, and Conscience—that window toward Heaven, through which the teacher is to see his Divine Author.

On motion of Mr. Goodwin the report was adopted as the sentiment of this Association.

The Committee on Normal Schools made the following report : viz. The Committee upon a Normal School would present the following :

Deeming it a matter of the highest importance to the success of the Educational system of Indiana, that there should be a Normal School,

Resolved, That this Association request the coming Legislature to furnish the means of establishing a Normal School.

On motion Mr. Baldwin was invited to give his views on the subject. Allowed twenty minutes. He advocated with much earnestness the importance of Normal Schools; and for the establishing of them, he proposed that the State be divided into four Normal School districts; that the State furnish one-half the means necessary for putting such schools into operation when ever the citizens of either district furnish the other half.

Mr. Nutt advocated the establishing of a Normal Department in connection with the State University. He considered such a step practical and economical.

Mr. Goodwin was opposed to the whole scheme of Normal Schools. They have failed wherever tried. They do not give any guarantee that

those educated for teachers will remain such, It is not for the want of educated men that our school system fails; pay them well and they will stay in the profession.

Mr. Phelps apologised for Mr. Goodwin. We must take him by contraries. What he favors he opposes.

Mr. Goodwin thought the remarks were personal. Mr. Phelps resumed. When the gentleman is at enmity with anything or any body he always praises them, as in the well-known case of John L. Robinson. It is a sort of idiosyncrasy with him, and, to make this course effective, he always reduces the argument he seems to espouse to an absurdity. So today, while seeming to condemn the idea of establishing a Normal School, he yet links with his remarks an argument which makes his opposition absurd, as he intended it should be. For example, he affirms that Normal Schools are impracticable; they have failed wherever attempted, that there is no security that teachers educated there will remain in the profession. When the facts are, and they stand out in bold relief, that Normal Schools are a success. The Normal School of New York has sent thorough teachers into every county of the State who have remained and revolutionized the system of teaching. The Normal Schools of Mass., New Jersey, Michigan and Illinois were all eminently successful. Mr. Goodwin is aware of these things; they stand out as prominent facts in the history of the times. Nothing can be more absurd than to deny them, as he is well aware, and so he intends here as usual, to help us along by his peculiar system of contrary argument.

Mr. Goodwin again interposed, but was called to order by the chair.

Mr. Phelps said as Mr. Goodwin objected, he would close by requesting Mr. Wright of the Normal School of Bloomington Ill., to give us a sketch of its success.

The address of Mr. Wright was replete with practical experience and interest on this subject. On motion, the thanks of the Association were tendered to him for his able address.

B. C. Hobbs advocated the views entertained by Mr. Nutt.

Mr. Marsh opposed the connection of a Normal School with any State Institution. On motion adjourned.

EVENING SESSION. 7 P. M.

The Association was called to order by the President. Prayer was offered by Rev. Mr. Faurote. Rev. Dr. Hall was then introduced to the Association by the President. His subject was "Moral Education."

The address was an earnest advocate for the paramount importance of moral education. He held up the Bible as the great instrument to be used. Our limits will not admit a synopsis. On motion of Mr. Vawter a vote of thanks was tendered Dr. Hall for his able and very interesting address. Discussion of the address by B. C. Hobbs, Rev. Mr. Tindall,

and Mr. Baldwin. They all advocated fervently the use of the Bible in school, encouraging teachers everywhere to introduce it into their schools as a necessary exercise. On motion of Mr. Hoss it was resolved that from 500 to 1000 memorials be struck off for the members of the Association in pursuance of a resolution to memorialize the legislature passed this morning. On motion adjourned.

THIRD DAY. FRIDAY MORNING 9 A. M.

The Association met pursuant to adjournment; President in the chair. Prayer was offered by M. J. Fletcher. The minutes of last meeting were read and approved.

A report on Vocal music was then read by J. McKee. The speaker advanced many reasons why music should form a part of education. Among these were the following :

It promotes health. It conduces to order. It imparts energy and activity in the use of our faculties. Music is a science involving the rules of other fine arts. It promotes mutual good will, and cheerfulness. It has the power of controlling and cultivating the moral powers. It can be easily taught.

On motion a vote of thanks was tendered Mr. McKee for his report.

The report was discussed by B. C. Hobbs, G. W. Hoss, A. R. Benton, and O. Phelps.

B. C. Hobbs thought the age particularly unfortunate in attaching so much importance to music, which only appealed to the emotions to the exclusion of more substantial matter. The other gentlemen opposed this view and advocated the sentiments of the report.

The question—Should the Legislature at its present session inaugurate an amendment to the Constitution, permitting local taxation for the support of Common Schools, was then discussed.

Mr. Vater thought there could be no objection to this proposition. It will be the means of encouraging popular education. By allowing different localities this privilege, will stimulate others to imitate. We claim that the people have a right to control their own affairs; that is a poor government which will not allow the people to educate their children in their own way.

Mr. Heilscher said, let the State provide the minimum of education, and let the people be allowed to increase it.

Mr. Goodwin regarded the present law and the decision of the Supreme Court as right. This measure would destroy the sympathy of the wealthy counties for the poorer. The State should educate its children. Continue the present system and in a few years we can have a five mill tax.

Mr. Phelps wished to know if Mr. Goodwin had ever been in the

"Pocket." There, if a legislator votes a School tax, he is defeated. We are linked to this dead body—we ought to be rid of all clogs. We do rejoice in a uniform law, but we ought not to force upon men a rule which they do not want.

Mr. Nutt was surprised at the views of Mr. Goodwin. Where the people want to do right, they should not be held back. We learn progress by example. He does not believe in leveling down, but leveling up. Give the people who want to educate their children the privilege of doing so. We propose now to make the Constitution what the legislators thought it was. The sooner we inaugurate the change the better; it will take years at any rate.

Mr. Benton—When the people are willing to pay a four or five mill tax there will be no necessity for this expedient. He proposed the following resolution, which after discussion was adopted:

Resolved by this Association, that it is very desirable that the Constitution shall be amended so that local taxation, for the support of Common Schools, may be permitted, and that this matter be referred to the Committee on Amendments to the School Law, with instructions to urge this improvement of our Common School System upon the action of the Legislature. Adopted.

Mr. Nutt offered a resolution requesting the outgoing and incoming Superintendents of Public Instruction to communicate to this Association those points in the present School law, which they deem the Legislature should modify. Mr. Rugg kindly complied with the request.

On motion a committee of five was appointed to nominate officers for the Association. Committee, Messrs. Marsh, Fletcher, Brady, Phelps and Nutt. On motion the number of "twelve" Associate Editors was substituted for "six." Adjourned.

AFTERNOON SESSION.

The Association was called to order by O. Phelps, who stated that he had been requested by the President to preside in his absence. Mr. Phelps being engaged on a committee, requested the Association to choose a Chairman. T. J. Vater was chosen.

Prayer was offered by Rev. C. Nutt. On motion of G. W. Bronson, the following resolution was adopted:

Resolved, That the Editor of the *School Journal* be requested to publish the able and timely address of Prof. Hoss on Teachers' Institutes.

On motion the resolution of Mr. Baldwin on Institutes, laid on the table yesterday, was taken up and adopted.

On motion, a committee of five was appointed to nominate one teacher in each Congressional District to have charge of Institutes. Committee, Messrs. Hoss, Baldwin, Phelps, Vawter and Hobbs.

On motion the resolution on Normal Schools was taken up and amended so as to read, "To establish a Normal School in connection with the

State University." Discussed by various gentlemen, and on motion laid on the table. Committee on Officers reported the following names:

For President, G. A. Irvine; Vice Pres's, Messrs. Vater, Nutt, Brady, Hougham, Clarkson, Baldwin and D. E. Hunter. Secretary, H. Hadley; Treasurer, S. T. Bowen; Cor. Sec. G. W. Hoss; Executive Committee, Hoss, Bronson, Vawter, Hay, Marsh, Merrill and Mills. Mathematical Editor, Daniel Kirkwood; Associate Editors, A. R. Benton, Bronson, Marsh, Shortridge, J. Tingley, B. C. Hobbs and Mary A. Vater. Elected by ballot. On motion the nominating committee were empowered to fill at their pleasure the number of twelve Associate Editors.

The Treasurer, S. T. Bowen, made his report, showing a balance in his hands of \$75.50. Report received and adopted.

Mr. Nutt offered the following, which was adopted:

Resolved, That the article in the Constitution on Elections be so changed as to elect by ballot or *vive voce*.

The committee on Institutes reported the following gentlemen to have charge of them during the year:—1st District, D. E. Hunter; 2d, James G. May; 3d, E. P. Cole; 4th, S. R. Adams; 5th, A. C. Shortridge; 6th, G. W. Hoss; 7th, B. C. Hobbs; 8th, A. J. Vawter; 9th, Mr. Wharton; 10th, Mr. Johnson; 11th, J. Baldwin;—G. W. Hoss permanent Chairman. By request M. J. Fletcher addressed the Association in a few appropriate remarks. Though gloom and forebodings exist, he regarded it as a good omen that the teachers of Indiana can meet and consider the interests of Education. On motion adjourned.

7 o'clock, P. M.

The Association met; President in the chair. Prayer by the Rev. A. R. Benton. The minutes of the Association up to the present time were read and approved.

On motion H. H. Young was added to the Board of Associate Editors.

G. W. Hoss offered the following resolutions which were unanimously adopted.

Resolved that a vote of thanks be tendered the Railroad managers who have so courteously extended half fare tickets to delegates to this Association.

These Roads are, Indiana Central; Madison & Indianapolis; Peru & Indianapolis; Jeffersonville; Indianapolis & Lafayette; Louisville, New Albany & Chicago.

Resolved that this Association tender a vote of thanks to the proprietors of such Hotels and Boarding Houses as have entertained delegates to the Association at reduced rates.

Mr. Wright of Illinois being called for, addressed the Association with the happiest effect.

Mr. Vent, of Ohio, paid a high compliment to the Indiana State Teachers' Association, as an intelligent and live body.

The remainder of the evening was spent in responses to sentiments, minute speeches, &c., appropriate to the close of the Association.

Teachers receiving memorials with this No., asking of the Legislature a two mill tax for school purposes, will please consider themselves invited to circulate and obtain signatures thereto, and return the same to G. W. Hoss, Chairman Ex. Com. Friends, this matter is all-important. We would urge an early and vigorous effort, but we believe you will do your duty.

Our usual editorial space this month is filled up with the proceedings of the Indiana State Teachers' Association, which will be found quite interesting. The report is longer than usual, and gives the main thoughts that were presented in the discussions of the Association.

We are happy to state that the meeting was conducted with that dignity and decorum which should ever characterize the councils of the profession. The debates were earnest and animated, and good feeling prevailed throughout.

We are unable to give the names of the delegates attending the Association for want of space.

We intend, in the next number, to commence a department of "Practical Teachings," which we hope will be found interesting and profitable to every reader of the Journal, especially teachers. Some of the best educators in our State have engaged to contribute.

ITEMS.

The Educational Repository says that reports from about twenty-eight Methodist Conferences during the last four years show that the number of conversions among Sabbath School children reaches 84,339. The N. W. Advocate thinks the figures would have reached 100,000 had all the the conferences reported.

Jacob Willets, author of "Willets' Arithmetic" and other school books, and for many years a successful teacher, died at his home in Mechanics, Dunlops Co., N. Y., on the 12th of last month.

The Arctic expedition of Dr. Hays has been heard from at Upernavik (North Greenland); all well. This expedition is fitted out for three years. Its object is to enter the polar sea discovered by Dr. Kane, and find out something more about it than has yet been discovered.

The demand for American books in Italy is becoming of some commercial importance. The house of Daille & Co., of Milan, has ordered a specimen copy of every Journal in the United States, and has made arrangements for the supply of American books and Periodicals.

A proposition to introduce German into the public schools of St. Louis recently, was defeated in the Board of Education by a vote of 11 to 9.

It will be seen by reference to the advertisement of Messrs. Boardman, Gray, & Co., that they have rebuilt their Pianoforte factory, and are again supplying schools with music. Commend us to enterprise like this.

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NO. 2.

THE NEBULAR HYPOTHESIS.—*Continued.*

BY DANIEL KIRKWOOD.

The Moon.—Although the diameter of the earth is nearly four times that of her satellite, the mountain elevations of the latter are nearly equal to those of the former. The cup-shaped cavities, which cover a great part of the lunar surface, are very different in appearance from volcanoes on the earth. The largest are from fifty to one hundred and fifty miles in diameter, and some are from three to four miles deep. In no case, however, is there any decisive evidence of *present* volcanic activity, though doubtless the phenomena justify the inference that at some remote epoch in the past history of our satellite, its crust has been agitated and shattered by upheaving forces compared with which the similar agencies in our own planet, at least those in operation during the historical period, sink into insignificance.

In contemplating these striking characteristics of the moon's surface—the traces of igneous activity over the whole visible hemisphere, and the apparent absence of organization—it is natural to inquire,—what is their physical import? If our satellite, in accordance with the nebular hypothesis, has solidified from a gaseous state, the earth having also undergone the same process, the latter, on account of its superior magnitude, would require a much longer period to cool down from a condition of igneous fluidity. The moon may therefore be farther advanced in its physical history than the earth. On this subject Mr. Nasmyth, of Manchester, England, who has

devoted much time and attention to observations on the lunar surface, remarks as follows:—"Having in my travels, seen the actual results of volcanic action, extinct and active, I think I can comprehend what I observe on the moon, and trace the analogy where it is applicable. * * * I may express one of my most definite and strong convictions in a few words, namely, *that I do not believe there is one of the countless thousands of volcanoes, whose craters bespatter the lunar surface, in action, or which has been in action, for thousands of ages past.* I am vain enough to think I have got the right view of the true nature of volcanic action; a view which close observation of the phenomenon, in all its phases, has impressed on me, namely, *that volcanic action is an expiring phenomenon*, having for its cause and source great cosmical principles, quite independent from any mere chemical action; and, in that view, I consider molten lava, and the heat of volcanic action, to be nothing less than the residue of that *igneous* state through which *all* the planets have passed in their cosmical history, from the earliest moment of their creation to the present time. And, in this view, if our globe be permitted to exist in its present condition, for ages to come, volcanic action, as an active phenomenon will dwindle away, and finally cease to exist,—the solid crust of the earth so increasing in thickness as to prevent the issue of any of the yet remaining molten matter from its interior.

The moon, from its small mass, and proportionally great surface, must have cooled down much more rapidly than the earth; and all have been dead, tranquil and silent, for countless ages, ere we had passed over our rampant volcanic era, of which our most tremendous volcanoes are but mole-hills in comparison."

Jupiter and Saturn.—What indications do the belts of Jupiter and Saturn afford in regard to the present physical condition of these planets? When our own planet was in a molten state, where was the water which now constitutes our oceans? It must necessarily have existed in the form of vapor, entirely surrounding the earth, and at a considerable distance from it. Nor could this water descend to, and remain permanently upon the surface, until long after the solidification of the crust by cooling. During this "pre-oceanic" period, our globe, it is likely, would have appeared to a distant spectator, very much as Jupiter and Saturn with their cloudy belts now appear to us. Now it has been justly remarked, that "the length of time which would be required for such enormous planets as Jupiter and Saturn to cool down from their original molten and incandescent

The Nebular Hypothesis.

condition to such a temperature as would be fitted to permit their oceanic matter permanently to descend and remain upon the surface, *would be vastly longer than in the case of such a comparatively small planet as the earth.*"

Thus, in accordance with the the nebular hypothesis, it would seem that Jupiter and Saturn, on account of their vast dimensions, still retain so much of their primitive heat as to produce the vaporous envelopes by which they are surrounded.

Variable Stars.—The well-known phenomena of variable stars, the explanation of which has greatly perplexed astronomers, is ingeniously accounted for, according to the nebular hypothesis, by Mr. A. D. Wackerbarth, as follows: "Suppose a nebula such as that from which the earth, sun, and planets, are supposed to have arisen, existing in space, such a nebula would probably be composed of elements more or less the same as those whereof our own planet is formed.* Some, indeed, of the latter we might suppose wanting, and others present which we possess not here; but on the whole, let us suppose that the chief elements of the earth are found in our nebula, which would thus form an immense spheroid of nebulous matter revolving round its own minor axis; or rather if that matter were not quite homogeneously distributed, on an axis passing through its center of gravity. We may suppose or not as we please, that this nebula has a nucleus, as many nebula appear to have, and many not to have, any such portion; but in the former case we must suppose some little difference in the constitution of the particles toward the center, or position of the said nucleus. Our nebula, thus composed, may wander a longer or shorter period in space peacefully; but now let us suppose a disturbance such as that which broke up the nebulosity of the mass which forms the planetary system, and condensed it into separate globes. Such disturbance might come from without or within; there are forces in nature to account for either. We have supposed all or many of the elements present; but in a nebulous form they would be in a finely divided state, and many

* It is a remarkable fact that no new elements have been found in meteoric stones, which are now regarded as planetary bodies. "I would ask," says Humboldt, "why the elementary substances which compose one group of cometary bodies, or one planetary system, may not in a great measure be identical? Why should we not adopt this view, since we may conjecture that these planetary bodies, like all the larger or smaller agglomerated masses revolving round the sun, have been thrown off from the once far more expanded atmosphere, and been formed from vaporous rings describing their orbits round the central body?" (*Cosmos*, vol. 3, p. 120.)

Mr. Wackerbarth extends this hypothesis in regard to the identity of the elementary substances to stellar systems.

of them, perhaps all the baser metals, have such affinity for oxygen, as when in that state, to take fire on coming in contact therewith; so that any cause, which would bring them and the oxygen into contact, would cause fearful explosions, and set the whole nebula in ignition, condensing it into burning masses, each by the violent explosions casting out smaller fused and burning masses into space, to revolve as burning globes around itself, or the center of gravity of the whole. But what would be the condition of one of these fused and burning masses? Hydrogen is present as well as oxygen; and ignition must therefore immediately cause the production of water. An ocean is thus poured down on the incandescent globe, to be cast up again as steam into a damp atmosphere formed by the nitrogen and the watery vapor. Here it cools, and is again poured down in torrents on the glowing mass; and this process must continue until the globe has sufficiently cooled for the water to be able to rest upon its surface. Now, I imagine that the appearance of a globe in such a state viewed at a stellar distance, must be variable; that when the water is, in the form of steam, driven up into the atmosphere, the burning mass must glow with greater brilliancy; but when, the steam condensing, a boiling ocean is poured upon it, the violence of the conflagration must for a time abate, and thus the object assume a less brilliant appearance, until the fire has succeeded in reconvert- ing the water into steam, and driving it up again into the atmosphere.

"Another circumstance may be mentioned as possible, namely, some bodies may be at present in some parts extinct; while other parts of them are yet fused and burning. Would not the revolution of such a body present the phenomena of a variable star?"*

8. *The Satellites.*—It is a remarkable coincidence in regard to the motions of the moon that her rotation is completed in a period precisely equal to that of her orbital revolution. The same is true of Jupiter's satellites, at least some of Saturn's, and probably, indeed, of all secondaries. Such coincidences are not to be ascribed to chance. Either, therefore, we must regard them as *ultimate facts*, or refer them to the operation of those primitive natural forces by which other phenomena of the heavenly bodies were produced. Few correct thinkers, we presume, would be inclined to adopt the former alternative. "The craving of the philosophic mind is for *explanation*, i. e., for the breaking up of complex phenomena into familiar sequences, or equally familiar transitional changes or contem-

* Monthly Notices of the Royal Astronomical Society for May 9th, 1856.

porary manifestations."† There can be no doubt that the equality in question is due to the operation of known physical forces. Sir Isaac Newton's explanation,‡ it is well known, assumes the original fluidity of the satellites. The attraction of the earth on the primitive fluid mass of the moon would produce an elongation of the hemisphere in the direction of the primary. The force of gravity of this tidal elevation would maintain the greatest axis in the direction of the attracting body, thus producing the observed coincidence. The same applies to the other secondary planets.

This equality, we believe, is best explained by the nebular hypothesis. Newton's explanation pre-supposes the two motions to have been originally so adjusted as to differ *very little* from exact coincidence. But if the moon once existed in a state of vapor, its volume was much greater than at present, and the gravity of particles at its surface proportionally less; while from the fact of their gaseous condition they would yield with the greatest facility to any force impressed upon them. The equality between the two motions might thus become established long before our satellite had contracted to its present dimensions.

But why, it may be asked, should this isochronism obtain universally in the subordinate systems, while there is not the least approximation to it in the case of any primary planet? It has been suggested that "the integrity of the motions of the ring, when it resulted in satellites, may have arisen from the comparative maturity of the system—then approaching the close of the first epoch in its history."* Without entering here into any discussion of this question, we may remark that in the case of the secondary planets, *the epoch of solidification would evidently be reached, and consequently the acceleration of their rotary velocity arrested, at a comparatively early period of their existence.*

"The motions of the three first satellites of Jupiter present a phenomenon still more extraordinary than the preceding; which consists in this, that the mean longitude of the first, minus three times that of the second, plus twice that of the third, is constantly equal to two right angles. There is the ratio of infinity to one, that this equality is not the effect of chance. But in order to produce it, it is sufficient, if at the commencement, the mean motions of these three bodies approached very near to the relation which renders the mean mo-

† Edinburgh Review, No. 175.

‡ Principia, B. iii, prop. xxxvii, Cor.

* Dr. Nichol.

tion of the first, minus three times that of the second, plus twice that of the third, equal to nothing. Then their mutual attraction, rendered this ratio rigorously exact, and it has moreover made the mean longitude of the first, minus three times that of the second, plus twice that of the third, equal to semi-circumference. At the same time, it gave rise to periodic inequality, which depends on the small quantity, by which the mean motions originally deviated from the relation which we have just announced. Notwithstanding all the care Delambre took in his observations, he could not recognize this inequality, which, while it evinces its extreme smallness, also indicates, with a high degree of probability, the existence of a cause which makes it disappear. In our hypothesis, the satellites of Jupiter, immediately after their formation, did not move in a perfect vacuum; the less condensable molecules of the primitive atmospheres of the sun and planet would then constitute a rare medium, the resistance of which being different for each of the stars, might make the mean motions to approach by degrees to the ratio in question; and when these movements had thus attained the conditions requisite, in order that the mutual attraction of the three satellites might render the relation accurately true, it perpetually diminished the inequality which this relation originated, and eventually rendered it insensible. We cannot better illustrate these effects than by comparing them to the motion of a pendulum, which, actuated by a great velocity, moves in a medium, the resistance of which is inconsiderable. It will first describe a great number of circumferences; but at length, its motion of circulation perpetually decreasing, it will be converted into an oscillatory motion, which itself diminishing more and more, by the resistance of the medium, will eventually be totally destroyed, and then the pendulum, having attained a state of repose, will remain at rest forever.”*

9. *The Asteroids.*—Our data perhaps may not be sufficient to afford a satisfactory explanation of the phenomena of the asteroida. The question, however, in regard to their origin, and the bearing of this inquiry on the cosmogony of our system, are subjects of more than ordinary interest. The following facts appear to indicate the plausible theory of their origin:—

(1.) These bodies occupy a chasm—observed before their discovery—in the order of the planetary distances; an order which indi-

* Harte's Translation of Laplace's *System of the World*, vol. ii, p. 367.

cated the existence of a *single planet* where *sixty-two* have already been detected.

(2.) The members of the group are characterized by certain peculiarities which are doubtless indicative of an intimate mutual relationship. They are extremely diminutive in size ; the volume of the largest probably not exceeding the ten-thousandth part of the earth. The eccentricities and inclinations of their orbits are generally much greater than those of the other planets. Their orbits interlace. "The strongest evidence," says D'Arrest, "of the intimate connection of the whole group of small planets appears to be, that if the orbits are supposed to be represented materially as hoops, they all hang together in such a manner that the entire group may be suspended by any given one." The occasional rapid variation in the apparent magnitude of several members of the group—changes not attributable to variations of distance—would seem to indicate some peculiarity in their physical constitution.

(3.) The asteroids already discovered amount to one for about every six degrees of longitude. Their number appears to *increase* with the *decrease* of their apparent magnitude. In all probability hundreds of these bodies will have been discovered by the close of the present century ; and the existence of immense numbers too small to be detected, cannot reasonably be doubted. In fact, the zone is even yet almost entitled to the appellation of a *primary planetary ring*.

(4.) Should the rings of Saturn, (now regarded by some astronomers as fluid,) from any cause whatever become separated into parts, and collect about distinct nuclei, a ring of *secondary asteroids* would be formed, analogous to the zone between Mars and Jupiter.

(5.) It has been affirmed by an eminent astronomer that the rings of Saturn are sustained by the direct action of the satellites ; that no other planet of the system has such an arrangement of secondaries as to secure the stability of a ring ; and that the only place in the solar system where a primary ring would be long sustained, is the region occupied by the small planets.

(6.) The amount of perturbation in this part of the system is extraordinary in consequence of its proximity to the enormous mass of Jupiter.

Now according to the nebular hypothesis each of the principal planets originally existed as a gaseous ring. The observed order would require such an annulus between Mars and Jupiter, and this

is the precise situation in which a ring would be the longest sustained by the exterior planets. Upon the breaking up of the ring, however, a *zone of small planets would naturally be formed* unless some one portion of the vaporous mass should have a preponderating influence so as ultimately to absorb all the rest. In short, it is believed that the nebular hypothesis will explain the various phenomena of these bodies, which without it seem inexplicable.

THE MOTHER'S LESSON.

BY EMILY C. HUNTINGTON.

"What do you want now, Mary? It's nothing but *mother! mother!* from morning to night. I declare I am tired of the name!" And the mother tossed her sewing into her work-basket impatiently, and turned with no amiable face to her child.

"O, mother," said Mary, in a pleading tone, "won't you please to let me take your little scissors to cut some dresses for my dolly? I'll bring them back again."

"No, I shall do no such thing; you are always bothering me for something when I get a moment to sew; you'll want something else before I can take a stitch. Run right away now and don't tease me."

The child turned away with a disappointed face, and the mother bent over her needle.

Presently a shrill cry from an adjoining room announced that the baby had finished his nap, and was by no means pleased with his quarters. Down went the sewing again, with the exclamation, "Now that baby must needs wake up with only half a nap, and there'll be no peace with him all the afternoon."

The hasty manner in which Master Charley was snatched up from his cradle, and the impatient "hush will you," that greeted him, was in no way calculated to quiet his nerves, and called forth still louder screams. After a wearisome hour of alternate scolding and soothing, the young gentleman concluded to sit upon the floor and amuse himself with his playthings while his mother made preparations for supper,

When the work was about half completed the door was thrown open, and two red cheeked children rushed noisily into the room.

"O, mother" shouted the eldest, "we are going to have a pic-nic--all the scholars--down by the grove, and take our dinners, and have some big swings, and--and"--

The boy stopped, fairly out of breath, and his younger brother chimed in: "And the teacher is going to take me and Willie with him in his big market wagon, and he says you must bake us a cake, won't you mother, and put raisins in it, and sugar on the top?"

"Dear me!" exclaimed Mrs. Hall; "I do believe there never was such a noisy set of children. You are enough to drive any one distracted with your mother! mother! Do sit down and be quiet while I get supper!"

"Won't supper be ready pretty soon?" asked Willie, following his mother into the kitchen. "I am so hungry."

"I'll risk your starving. Go away and don't bother me--go and play marbles with Fred in the other room."

For a few moments there was a comparative quiet, and the two boys rolled their marbles and discussed their merits; but their voices grew louder and louder, and finally Willie made a quick step forward, and brought his foot down upon the baby's fingers. Then there was music in earnest, and as the mother caught up Charley and tried to still his screams, scolded poor Willie for his carelessness, pushed both the boys into chairs, and took her work-basket, away from Mary, giving her a hasty blow that added her voice to the chorus, there came a quick step in the hall, and the husband came in. He was one of those genial, happy constituted men who always see the sunny side of everything, and on whom life and its cares press lightly. As he entered the room the loud, angry screams of the children sunk almost instantly to half-subdued sobs, and their faces brightened in sympathy with his.

Catching the baby from his mother's arms, he commenced a merry play with him that soon brought smiles instead of tears, to the little fellow's face, and Mary dried her tears to join in his shouts of delight at being tossed to the ceiling by the strong arms that he trusted so perfectly. In a few moments Mr. Hall was seated with Charley in his lap, and the other children about him, each one eager to relate something of the day's occurrences, sure of finding ready sympathy from their father. The pic-nic was discussed with all its anticipated delights, and even Mary's new doll came in for a

share of the attention, as her story of "the dreadful headache dolly had got," was gravely listened to.

When all were in a good humor again, Mr. Hall quietly asked them what they were all crying about when he came in. All looked sober for a moment, and then Willie hesitatingly answered;

"I stepped on Charley's fingers, and that made him cry, and then mother shook me and I cried too."

"Did you mean to hurt your little brother?"

"No, father, but Fred and I were rolling our marbles, and I wanted to get a good aim, and I forgot all about baby and went backward right on to him."

"You must remember another time to be more careful when Charley is near you. I knew a boy once who put his little brother's eye out, by hitting him accidentally with a plaything. You would feel very badly if you should spoil one of these bright eyes, wouldn't you?"

"Yes, Indeed, father," said Willie, throwing his arms about Charlie, "Willie wouldn't hurt you for all the world, little brother."

"Well, Mary, did you cry because the rest did?"

"I—I—got mamma's little scissors."

"I am sorry if my little Mary has been naughty and disobeyed her mother."

"She didn't say Mary mustn't touch," sobbed the child "she say, not trouble mamma."

The tears were not easily checked this time, and with all the father's ingenuity, they burst forth at every slight provocation during the evening. When the last little head was left dreaming upon its pillow, Mrs. Hall drew her sewing-chair to the light with a sigh of relief, saying: "Thank fortune for the prospect of a few hours of peace."

"You look very tired to night; have you had a hard day?" inquired her husband.

"Hard! I should think so. Charlie has not slept fifteen minutes to-day, and I never saw Mary so fretful and peevish."

"I do not think Mary is well, she seemed very feverish this evening. Mr. Marsh has two children sick with scarlet fever."

"O, there is nothing the matter with her," replied Mrs. Hall; but in spite of her words her heart beat a little anxiously at the thought. "I think sometimes she likes to bother me, and to-day it has been nothing but mother! mother! till I am so tired of it I almost wish I might never hear the name again."

"Do not say so my dear, it makes me tremble to think of what

might be. This would be a sad home if even one of those merry voices should never say *mother* again."

Mrs. Hall started; she had not thought of such a thing, and the serious construction that her husband had given to her hasty words shocked her. She was an affectionate mother, and really loved her children, although she failed to enter into their childish feelings with that sympathy that they needed, and often administered impatient reproof and even correction without stopping to determine whether it was merited.

It was generally understood by the children that to "bother mother," was the most serious offence they could commit.

She was often quoted as a model wife and mother, and, indeed she was, so far as mere externals were concerned. No household was better fed or clothed, no home more orderly than hers, but she quite forgot, in her anxiety to see her children dressed with neatness and taste, that the little ones had moral natures that needed more careful training, affections that should be cultivated, not dwarfed, and cravings for sympathy that should meet an earnest return. Her husband's words had startled her, and after sewing a few moments uneasily she took up a lamp and went to look at Mary. The child was sleeping unquietly, with the tears still clinging to her flushed cheeks, and a grieved expression about her mouth. The mother's heart smote her as she looked at the little helpless form before her, and she bent down and softly kissed the dimpled cheek, where she fancied she could still see the traces of her hasty blow. As she did so she started at its burning touch and uttered a cry of fear that brought her husband instantly to her side. It was easy to see that Mary was in a high fever, and after a few soothing words to his wife, Mr. Hall hastened to call the family physician, who decided at once that it was a case of scarlet fever.

"Have your other children ever had the fever, Mrs. Hall?" he inquired.

"Not one of them," was the despairing reply.

"Then I would advise you to send the older ones immediately away; they may possibly escape the infection, and it may be better to have the house quiet."

The next morning Fred and Willie were sent away several miles to the house of a relative, and the house seemed strangely, awfully still to their sad mother, who bent anxiously over the unconscious Mary, listening to the delirious ravings when the fever was high, or shivering sobs when it abated. Little Charlie was closely watched

to see if the fever had tainted his blood, and for several days they hoped he would escape, but he awoke one morning with the crimson staining his pure cheek, and before night the fever crept and glowed in every vein. It is very pitiful to see a child suffer, especially an infant that knows nothing of the nature of pain, and looks so pleadingly to those in trust for relief wondering much that the mother's love, which never failed before, should be so powerless now. There was a love that was stronger yet, that did not fail, and after many days and nights of painful watching, both children were pronounced out of danger. On the night that Mary's fever turned, Mrs. Hall sat by her bedside, almost holding her breath lest she should disturb the deep sleep into which she had fallen, and looking on the pale wasted face of her child, she thought of all the course of sickness. She thought too of her own impatient words but a few weeks before, and remembered that during her delirium Mary had not once spoken her name.

There was a slight movement in the bed, and a child's voice called very faintly, "mamma!"

Was there ever such music to that mother's ears, such blessed tears as filled her eyes as she murmured, "Thank God! I have heard the name once more!"

The sights and sounds of the sick room slowly passed away, and the house rang again with childish voices; but the mother had learned a solemn lesson, and the hasty wish that had been so nearly granted was a warning memory whenever she was tempted to impatient words or thoughts.

HISTORY.—Dr. Channing insisted that the history of the world should be rewritten. He says we have the outside of great events and not the inside, and that we want an interior view into the springs of action—a revelation of the motives that have influenced the great dramatists on the theater of the world's operations, in order to arrive at the truth of history.

According to M. Pouillet, the stars furnish heat enough to the earth to melt a stratum of ice 70 feet thick every year.

[For the Indiana School Journal.]

EUROPEAN CORRESPONDENCE.

Letter from the Unrenowned Village of Gaerbach.

The Mill—the Walk—the Inn—Tyrolean Salutations—Anderl and Alois.
Evening Prayers.

Here we are, comfortably ensconced in a Mill, with mush and milk to our heart's content, and feather beds enough to smother an army! Now don't say that Americans forget what is due to themselves, their families, and their country, when they wander forth into strange lands, and lead the life of gypsies, putting up in rustic villages, establishing themselves in old mills—albeit ours is new—lodging and living as far as they can bring themselves to do it, as the rustic villagers lodge and live. Americans don't do this. They travel in state, dress in style, and never forget that they represent their country to the world. The Americans are a glorious people, and it is not their fault if the world doesn't know it. Bless them, how they brag! Never fear that your countrymen abroad will forget to comport themselves according to their responsibilities! But surely five insignificant Hoosiers may follow the bent of their inclinations without injuring the respectability of the great American Eagle—a respectability which thousands of travelers are so jealously protecting! Some of us are interested in humanity in any form. We love and esteem the noble and cultivated with whom we have had intercourse, but we are not content to know only them. We want to see how peasants live, and what peasants are. Some of us are boys, and though we admit that Latin and Greek and old German histories are interesting, they don't stir our souls like the whirling mill-wheels and the delicious brook; they don't gladden our hearts like the smiling faces of honest country people; they don't make us shout and caper and race and turn somersets like the white cascades and the mossy pastures; they don't overwhelm and still our whole natures like the deep, deep chasms and the awful solemn peaks in their snow mantles. Present mountain-life has charms for us which all the books and elegant society, the picture galleries and the shows in the world have not. Some of us like a change—like fun, exercise, and freedom; so we are all satisfied to have our head-quarters in a mill.

Our walk hither from the pretty village of Listranz, was such a walk as you never had. Now along a winding path, through the glorious, golden fields, men and women pausing in their harvesting and looking out at us from under the broad brims of their high-crowned hats; now by an old stone ruin—a ruin because in ages past a cruel woman brought a curse upon it; now through a little village, with its tall spired church, and its clear bell ringing every hour; now out of our way to climb a

point which gave a view—Oh, such a view! Can we thank God enough for the beauty of this world?—now down a long hill, through a fine wood, or over a quiet road, bordered by loaded cherry trees; and at last in the most charming spot of all, out on the rushing, roaring Sill.

The Sill is a little river but, like Shakspeare's Helen, it is fierce. It rages and foams as if it would tear the solid rocks to pieces, and it has cut its way very deeply through them. Over a grassy hill, through a grassy ravine thickly dotted with tinkling blue bells, we just can't hear the tinkle, and with large pale yellow violets; across an old wooden bridge which trembles above the torrent, and we were at the side of the brook which turns our mill. How the little thing rushes and shouts to meet the Sill; and how it springs into the green foaming river! "A moment bright then gone forever!" Ah, little brook, why in such haste? Yet better, I say too, a short, glad, full, foaming life, than a long, thin, dreamy, dragging existence!

Not many minds in this moving world produce the sensation that ours did in the mill. The Millerin—You know in Germany the women invariably take the title of their husbands: the Professor's wife is Professorin, or Frau Professor, the Stockingmaker's wife is Stockingmakerin, or Frau Stockingmaker, and so on to the end of the category of offices and occupations. But the Millerin is a widow, and in her own right bears the title, being literally in possession of a mill. The Millerin was doubtful of her ability to accommodate people of our rank, but the miller, a young man in her service, was troubled with no doubts, and exerted himself to recommend the place to our favor. The view from the upper windows was glorious; the rooms were beautiful; the kitchen, one side of which was taken up by chicken coops, was splendid. We should have the sweetest of milk and the best of butter; then we must just come into the stable and see the horse, which should always be at our service. The stable, of course, was a part of the house. We went in, petted and admired the contented occupant until we finished the conquest of the miller's heart, and a private interview of the latter with the Millerin overcame her objections, and so we were installed in the mill.

In an inn, a little distance from our dwelling-place, we take our dinner at the fashionable hour of twelve,—half-past eleven being the latest at which the peasants dine. The landlord is a very red-faced man, with a tight, round, red cap on the top of his head, and a long, white apron with a waist but no sleeves protecting the rest of his clothes. He greets us heartily in the name of God.

The salutation, "I greet you in the name of God," shortened to "Greet God," is the common salutation of the country; although, "I wish you a good morning," or "a good evening," a "good appetite," or a "comfortable time eating," are also common. Sometimes and not rarely we hear "Praise to the Lord Jesus Christ!" The answer to this latter is,

"Through Eternity!" At departure there is as great a variety: "I recommend myself," "I have the honor to recommend myself!" "I wish you good luck!" "May God lead you!" the last shortened to "Lead God!" These are perhaps oftener heard.

The landlady of this country inn is a little cheery woman, all smiles and kindness. Maiden No. 1, neat and blooming, follows us with ceremonious respect. Maiden No. 2, slatternly, bare-foot and tangle-haired, with unlimited curiosity, while whoever else may be in the hall or about the doors, stand and observe us with silent attention.

To the simplicity of these country people, witness the following conversation—interlocutors, one of our party and the Millerin's second son, a youth of eighteen, remarkably fair and beautiful:

Anderl—(*for so is the youth called*), "Greet-God!"

H.—"Good evening."

A.—"I came up to look at your room."

H., is a little surprised, but the pretty, innocent face in the doorway assures her no offense is meant.

Anderl—(*looking around the bare room with great satisfaction*), "You never would have thought there were such pretty rooms in this house, would you?"

H.—"Oh, yes! the house looks very well on the outside."

A.—"But it is too low—it ought to be up on the hill, only naturally a mill must be down by the water."

H.—"Yes; it would make rather a poor figure on the top of the hill, a hundred feet above the water."

A.—"It would that!——Isn't the time very long?"

H.—"No, I have a good deal to do and am very busy."

A.—"So! Work does make time go fast. I didn't know you had any work to do. What a lot of books you have!" (*Four or five lie on the window-seat.*)

H.—"Yes, we like to read. Don't you?"

A.—"I don't know—I never read much."

[H. goes down stairs to tell the Frau to make fire for supper. Anderl follows, and the conversation proceeds in the kitchen.]

A.—"Do you like mush?"

H.—"Yes. I like anything made of corn-meal."

A.—"That's funny; only peasants eat it here, and cattle, and chickens. Gentlemen wouldn't let corn in any shape come to their tables.—Where is your house?"

H.—"In America."

A.—"It's a long way from here, isn't it?"

H.—"Yes; over the sea."

A.—"What! is there a sea between? Did you cross it?"—The blue

eyes which had never once been turned from H.'s face, sparkled with eager interest.—“ Couldn't you come any other way ? couldn't you come dry ? ”

H.—“ No, the sea is very wide.”

A.—“ Had you no fear ? ”

H.—“ Yes, a little. Did you never hear of America ? ”

A.—“ Of South America. Many Tyroleans have gone there. Do you live in South America ? ”

H.—“ No, in North America.”

A.—“ It is better and pleasanter at your house than in South America, is n't it ? ”

H.—“ Yes, very much.”

A.—“ Why ? ”

H.—“ Because people are more intelligent, freer, and more honest.

A.—“ Is it beautiful ? ”

H.—“ Yes ; but not so beautiful as Tyrol.”

A.—“ Then its full of mountains.”

H.—“ No ; it is quite level.”

A.—“ Then it *is* beautiful ; it must be beautiful ; it can't help being beautiful.”

H.—“ Don't you like mountains ? ”

A.—“ No ! ” ---very emphatically.

Here follow a host of questions in regard to health, water, cities, and everything which could possibly interest the inquiring mind.

H.—“ Didn't you ever study about America in school ? ”

A.—“ No ; we didn't study such things. We learned figures a little, and the Catechism.”

Alois,—the miller, who has just come in—“ What's the reason the American boys wouldn't go with me on the Alp last Sunday, when they knew Sunday was the only day I could go ? ”

H.—“ Because we think it wrong to seek our own pleasure on Sunday. They were very sorry not to go.”

Alois.—“ Then your religion wouldn't let them go. Well, I don't like such a religion. Ours is better. We go to church, and say our prayers, and are very pious in the morning,—but after dinner we have all the fun we can. The other Sunday I got so drunk— Just see this umbrella of mine ! its muddy yet. I put so much wine in here, (pointing to his mouth,) that it was all turned topsy-turvy here (putting his finger on his forehead). I couldn't walk straight ; so, naturally, I kept falling down. I tell you it was fun alive ! Does your religion let you have any fun ? ”

H.—“ Oh, yes ; as much as yours.”

Alois.—“ That can't be, if it takes Sunday away ! Without Sunday it is impossible to be jolly. I wouldn't give a fig for this world without Sunday's fun ! But look here ! Does your religion let a fellow love the pretty girls ? ”

H.—“Our religion commands us to love every body.”

Alois.—“You don’t understand—I mean can a fellow love pretty girls as much as he wants to?”

H.—“Certainly; and everybody else. Doesn’t your religion command you to love everybody?”

Alois was obliged to take that faithful pipe, which seems as much a part of his face as the nose above, from his mouth, while he laughed long and loud. Just then a distant bell, ringing through the gathering twilight, reminded Alois and Anderl that it was time for evening prayer. They went together into the common sitting-room, and H. followed to the door. On the bench which runs around the room, yet crowded before the three windows, the family kneeled, and, clasping their hands, began a series of prayers which lasted upward of half an hour. Some petitions were addressed to the Savior, some to St. Isadore, St. Benedict or St. Barbara: but the words oftenest repeated were, “Oh! holy Mary!” “Oh! blessed Virgin!” “Oh! holy Mother of God!” The devotions of the Millerin and of her oldest son, a poor fellow afflicted with paralysis, were touchingly earnest, indeed there was no lack of devoutness on the part of any one, although Alois’ manner was somewhat peculiar. Now and then his prayer rose like a tempest, overpowering every other sound, but just as often his long loud yawn disturbed the solemnity of the spectator in the doorway although it seemed to make no impression on the other members of the family.

M.

JAPANESE LANGUAGE,—Mr. Oliphant gives the following account of the Japanese language:

“The Japanese write like the Chinese, in columns, from the top to the bottom of the paper, beginning at the right hand side. The character is less fantastic and far more running than the Chinese. There is, indeed, not the slightest similarity between the languages, the one being monosyllabic and the other polysyllabic. The Japanese words are very often of unconscionable length, but the sounds are musical, and not difficult to imitate; whereas the Chinese words, though of one syllable, consist generally of a gulp or a grunt, not attainable by those whose ears have not become thoroughly demoralized by a long residence in the country. We learned more Japanese words in a week than we had of Chinese in a year; and in making a small vocabulary, I found no difficulty in so allocating the letters of the English alphabet as to convey to my memory a fair representation of the sound I wished to recollect. In Chinese this is quite impossible.”

Practical Teachings.

[For the Indiana School Journal.]

PASSIVE NOUNS.

There is a class of nouns in our language ending in *ee*, which, for want of a better name, I have concluded to call *passive nouns*: They generally have corresponding *active nouns* which end in *er*, *or*, or *ist*. *Grantor* means one who *grants*, but *grantee*, one to whom something is granted, *debtor* means one who *owes*, but *debtee*, one who is owed, or a creditor.

The following is a list of some of these corresponding nouns:—

ACTIVE NOUNS.	PASSIVE NOUNS	ACTIVE NOUNS.	PASSIVE NOUNS.
Assignor, - -	Assignee.	Nominator, - -	Nominee.
Debtor, - -	Debtee.	Lessor, - -	Lessee.
Drawer, -	Drawee.	Payer, - -	Payee.
Committer, -	Committee.	Truster, - -	Trustee.
Consignor, -	Consignee.	Permitter. -	Permittee.
Committor', -	Committee'.	Reader, - -	Readee.
Grantor, -	Grantee.	Presenter, -	Presentee.
Mesmerist, -	Mesmersee.	——— - -	Legatee.
Mortgager, -	Mortgagee.	Debaucher, -	Debauchee.
		Devoter, -	Devotee.

Some doubt may rest upon the propriety of including the last two words, but still to define *debauchee* as one who is *debauched* is certainly a good definition. Whether *settee* belongs to the class is more doubtful.

All the passive nouns in the above list are accented on the last syllable except committee, which is accented on the last syllable when it means the person to whom the care of an idiot or insane person is committed, the lord chancellor being the *committor*.

Readee has not yet found its place in the dictionaries, but it is used by Florence Nightingale in her work on Nursing. Carrying out this principle, we might coin passive nouns whenever occasion demands. We suggest the following, but not with the expectation that they will come into use, or be often needed:—

ACTIVE NOUNS.	PASSIVE NOUNS.	ACTIVE NOUNS.	PASSIVE NOUNS.
Teacher, - -	Teachee	Striker, - -	Strikee.
Preacher, - -	Preachee,	Giver, - -	Givee.
Auditor, - -	Auditee.	Governor,	Governee.
Creditor, - -	Creditee.	&c.	&c.

What shall we say of No Sir and No Siree?

W. D. HENKLE.

GEOGRAPHY.

Geography and Chronology are appropriately called the eyes of history, and hence ought to be regarded as important branches of a thorough education. But while the former is a separate and distinct science, the latter can only be studied in connection with History. The time for acquiring the fundamental principles, and many of the facts of Geography, is during the early part of the educational course. As a science it is well adapted to the mind when its memory is the chief faculty to be cultivated, and the other powers are but imperfectly developed. But in order to teach it successfully, and fasten its truths upon the mind, it must be made interesting. Here is the great defect of teachers. Uninterested in it themselves, they cannot awaken any interest in the minds of those they teach. Looking upon the Geography recitation, as but an hour set apart for the dull repetition of hard names, and statistics—embracing the length of rivers, population of cities, commercial exports and imports, staple products, *et id omne genus*, they would almost as leave have the headache as endure the penance of *hearing* it. Hence it is, that Geography is one of those *everlasting* studies, from which the pupil finds no relief during his long years of school training. He can never acquire such a knowledge of its principles and facts as to justify his laying it aside for other studies. Anything that can be done to impart new life to this study, would be a signal triumph over the difficulties which lie in the way of teaching it. To this end Globes and Maps are indispensable aids, and no school-room should be without them. They instruct and inspire the teacher, and enable him to make every recitation intensely interesting to his pupils. And the better the globes, and the better and more exhaustive the maps, the more successfully will he teach. In this age, remarkable for its contributions to the physical history and description of our globe, it is highly important that the prominent features of Physical Geography should be exhibited in our maps, prepared for the school-room—*Educator*.

The following formula, or list of topics, copied from the Wisconsin Journal of Education, may be found useful for the description of the States of the Union or any other country, especially in advanced classes in Geography.

FORMULA FOR DESCRIBING A STATE OR COUNTRY,

- | | | | |
|-----|-----------|---|--|
| I. | POSITION. | { | 1. Local. |
| | | | 2. Mathematical, (Latitude and longitude). |
| | | | 3. Finite, (Boundaries). |
| II. | AREA. | { | 1. Real, (in square miles). |
| | | | 2. Comparative, (with any State). |
| | | | 3. Amount under cultivation. |

- | | | |
|-------|----------------------------|--|
| III. | CONTOUR. | { 1. Sinuosity, (by coast-lines, rivers, &c.)
2. Profile, (giving mountains, water-sheds, table-lands, &c.) |
| IV. | WATERS. | { 1. Seas, Gulfs, Bays, &c.
2. Navigable Rivers.
3. Navigable Lakes. |
| V. | PHYSICAL FEATURES. | { 1. Soil.
2. Climate, salubrity. |
| VI. | POPULATION, | { 1. Total.
2. Fractional, (by nationalities).
3. To the square mile. |
| VII. | RESOURCES and PRODUCTIONS. | { 1. Of the Forest and Sea.
2. Mineral.
3. Agricultural. |
| VIII. | AVOCATIONS. | { 1. Agricultural,
2. Manufacturing, &c., &c. |
| IX. | CITIES. | { 1. Capital.
2. Noteworthy places.
3. Containing 5000 inhabitants. |
| X. | COMMERCIAL FACILITIES. | { 1. Rail Roads.
2. Canals.
3. Miscellaneous. |
| XI. | POLITY. | { 1. Civil.
2. Educational.
3. Religious. |
| XII. | CHARACTERISTICS. | { 1. Individual.
2. Social. |
| XIII. | HISTORY. | { 1. First settlement.
2. Admission into the Union.
3. Other Leading Events. |
| XIV. | CURIOSITIES. | { 1. Natural, (Volcanoes, Cataracts, &c.)
2. Animal and Vegetable.
3. Artificial, (ancient or modern). |

QUESTIONS.

1. More water by far flows down the Mississippi than ever reaches the Gulf of Mexico ; what becomes of it ?
2. What is most remarkable about the position of the islands of Great Britain and New Zealand ?

THE WORDS IN THE ENGLISH LANGUAGE.—The number of words which are used, in comparison with those which every person who speaks the English language has a right to use, is very small. The vocabulary of the language now contains nearly a hundred thousand words. Of these, Milton used only eight thousand, and Shakspeare only fifteen thousand. And yet the vocabulary of these authors is probably the largest used by any writer in our language.

SLEEP.

Dr. Cornell, of Philadelphia, contributes to the November number of the *Educator* an article on sleep, from which we make the following brief extracts :

No one who wishes to accomplish great things should deny himself the advantages of sleep or exercise. Any student will accomplish more, year by year, if he allow himself seven or eight hours to sleep, and three or four for meals and amusements, than if he labors at his books or with his pen ten or twelve hours a day.

It is true that some few persons are able to perform much mental labor, and to study late at night and yet sleep well. Some require but little sleep, but such individuals are very rare. General Pichegru informed Sir Gilbert Blane that, during a whole year's campaign, he did not sleep more than one hour in twenty-four. Sleep seemed to be at the command of Napoleon, as he could sleep and awake apparently at will.

M. Guizot, minister of France under Louis Philippe, was a good sleeper. A late writer observes that his facility for going to sleep after extreme excitement and mental exertion was prodigious, and it was fortunate for him that he was so constituted, otherwise his health would have suffered materially. A minister in France ought not to be so nervous a man ; it is fatal to him if he is. After the most boisterous and tumultuous sittings at the chamber, after being *boited* by the opposition in the most savage manner—there is no milder expression for their excessive violence—he arrives home, throws himself upon a couch, and sinks immediately into a profound sleep, from which he is undisturbed till midnight, when proofs of the *Mouiteur* are brought to him for inspection.

The most frequent and immediate cause of insanity, and one of the most important to guard against, is the want of sleep. Indeed, so rarely do we see a recent case of insanity that is not preceded by a want of sleep, that it is regarded as a sure precursor of mental derangement.

Notwithstanding hereditary predisposition, ill-health, loss of kindred or property, insanity rarely results, unless the exciting causes are such as to produce a loss of sleep. A mother loses her only child, the merchant his fortune, the politician, the scholar, the enthusiast may have their minds powerfully excited ; yet if they sleep well, they will not become insane. No advice is so good, therefore, to those who have recovered from an attack, or to those who are in delicate health, as that of securing, by all means, sound, regular and refreshing sleep.—*Scientific American*.

Nothing is denied to well-directed labor ; nothing worth having is obtained without it.

MAKE HOME BEAUTIFUL.

Make your home beautiful—bring to it flowers ;
 Plant them around you to bud and to bloom ;
 Let them give life to your loneliest hours—
 Let them bring life to enliven your gloom.
 Make your own world—one that never has sorrowed—
 Of music, and sunshine, and gold summer air ;
 A home-word, whose forehead care never has furrowed,
 And whose cheek of bright beauty will ever be fair.

Make your home beautiful—weave round its portal
 Wreaths of the jessamine, and delicate sprays
 Of red-fruited woodbine, with gay immortelle,
 That blesses and brightens wherever it strays.
 If you can do so, O make it an Eden
 Of beauty and gladness ! remember, 'tis wise :
 'Twill teach you to long for that home you are needing,
 That heaven of beauty beyond the blue skies.

Make your home beautiful ; sure, 'tis a duty ;
 Call up your little ones—teach them to walk
 Hand in hand with the wandering angel of beauty ;
 Encourage their spirits with nature to talk.
 Gather them round you, and let them be learning
 Lessons that drop from the delicate wings
 Of the bird and the butterfly—ever returning
 Thanks to Him that has made all these beautiful things.

Make home a hive, where all beautiful feelings
 Cluster like bees, and their honey-dew bring ;
 Make it a temple of holy revealings,
 And love its bright angel with "shadowy wing."
 Then shall it be, when afar on life's billows,
 Wherever your tempest-tossed children are flung,
 They will long for the shades of the home-weeping willow,
 And sing the sweet song which their mother had sung.

God's word is sometimes to us like a magic writing, which has faded out and become invisible, and then, at other times, the lines reappear, and it flashes for us with a divine meaning.

Give to grief a little time, and it softens to regret, and grows beautiful at last, and we cherish it as we do some old, dim picture of the dead.—*B. F. Taylor.*

Mathematical Department.

DANIEL KIRKWOOD, EDITOR.

To Correspondents.—Write as plainly as possible; punctuate correctly; and write on but *one* side of the paper.

PROBLEM No. 206.—BY JACOB STAFF.

Within a triangle whose sides are 3, 4, 5, it is required to determine a point from which, if perpendiculars be drawn to the sides, their sum will be a maximum.

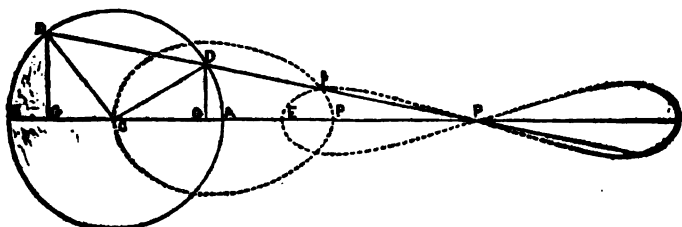
PROBLEM No. 207.—BY JACOB STAFF.

From a point P , three lines are drawn in the same plane making given angles with each other. The length of the middle line PA is given. The outside lines PB and PC come to the acute angles of a right angled triangle BAC . Moreover the continuation AD of the straight line PA from the right angle of A to the hypotenuse is also given. To construct the figure geometrically.

PROBLEM No. 197.

An instrument is constructed to work upon the following plan: The end of a small rod is made to follow a circle. The rod passes through a fixed point outside the circle, and a pencil may be fastened to it, either between the point and circle, at it, or beyond it. Required the equations and some of the properties of the curves thus described.

SOLUTION.—BY JOEL E. HENDRICKS.



Let C represent the center of the circle, AB its diameter $=2a$ and P the fixed point through which the rod moves, at any distance m , from A on the continuation of the diameter AB . Also let P' represent the position of the pencil or describing point where the extremity of the rod is at A , and let $AP' = n$. Let p be any position of the describing point,

and let Pp equal r , and let the angle $P'Pp$ be represented by z . Then because pD must always equal AP' ($=n$), we shall have $PD=r+n$, and $PC=a+m$.

But (Eucl. 12, 2) $\overline{PD}^2 = \overline{PC}^2 + \overline{CD}^2 + 2PC \times CG$,

$$\therefore CG = \frac{\overline{PD}^2 - \overline{PC}^2 - \overline{CD}^2}{2PC} = \frac{r^2 + 2nr + n^2 - m^2}{2(a+m)}$$

$$\therefore PG = \frac{r^2 + 2nr + n^2 - m^2}{2(a+m)} + m = \cos z \text{ to radius } (r+n)$$

$$(1) \therefore \cos z = \frac{1}{2(a+m)} \times r^2 + \frac{n}{a+m} \times r + \frac{2am + m^2 + n^2}{2(a+m)}, \text{ which is the po-}$$

$r+m$

lar equation to the curve. If $n=a$ the point p will describe the egg-shaped curve $P'pD'CP'$. If $n=m$, the points P' and P will coincide and the point p will trace out the curve $PpEP$, and by fixing a pencil at the distance $2a$ to the right of P , an exactly similar curve will be traced on the right of P .

If in (1) we put $n=0$, the equation becomes (2) $\cos z = \frac{r^2 + m(2a+m)}{2r(a+m)}$, which is the polar equation to the circle.

If in (2) we make $m=0$, we get (3) $r=2a \cos z$, which is the polar equation to the circle when the pole is in the circumference.

PROBLEM No. 198.

It is required to find that fraction whose cube root exceeds its square root by the greatest possible quantity.

SOLUTION.—By D. M. HUDSON.

Let x^6 = the fraction; then

$u = x^2 - x^3 = a$ maximum, and

$\frac{du}{dx} = 2x - 3x^2 = 0$; from which $x = \frac{2}{3}$; therefore $x^6 = \frac{64}{729}$.

PROBLEM No. 199.

Two thousand six hundred and fifty-two dollars are to be divided among three regiments, in such a way, that each man of that regiment which contains most, receives one dollar, and the remainder is divided equally amongst the men of the other two regiments. Were the dollar adjudged to the first regiment, then each man of the two remaining regiments would receive fifty cents; if we give the dollar to the second regiment, then each man of the two remaining regiments would only receive one-third of a dollar; lastly, if it were given to the third regiment, then each man of the remaining regiments would only receive twenty-five cents. How many men were contained in each of the three regiments?

SOLUTION.—BY D. M. HUDSON.

Let x , y , and z represent the number of men in the 1st, 2nd, and 3d regiments respectively; then

$$x + \frac{1}{2}(y+z) = 2652. \quad (1)$$

$$y + \frac{1}{2}(x+z) = 2652. \quad (2)$$

$$z + \frac{1}{4}(x+y) = 2652. \quad (3)$$

Now $4(3) - 8(1) - 21(2) + 14(1)$ gives $y = 1716$,

and substituting, we find $x = 780$,

$$z = 2028.$$

PROBLEM No. 202.

If the diameter of an asteroid be 40 miles, and its mean density equal to that of Jupiter, in what time would a material point revolve round it as a satellite, at a distance of 1200 miles?

SOLUTION.—BY S. J. KIRKWOOD.

Comparing the asteroid with Jupiter and his first satellite, we have the following values:—radius of Jupiter, 44,500 miles; distance of his first satellite from the center of the primary, 278500, = 6,258 times the radius of the latter; periodic time of the satellite, 1,769 days; radius of the asteroid 20, distance of the satellite 1200.

Denote the periodic time of the asteroid's satellite by p . From Olmsted's Astronomy, page 252, we learn that, *the periodic times of two satellites revolving about primaries of equal densities, at distances which are equimultiples of their radii, are equal*,—hence, the periodic time of the satellite, at a distance from the asteroid of 6,258 times its radius, would be equal to that of Jupiter's satellite. But the squares of the periodic times are as the cubes of the mean distances: hence, $1769^2 : p^2 :: 125.16^3 : 1200^3$, . . .

$$p = \frac{\sqrt{1769^2 \times 1200^3}}{125.16^3}$$

Using logarithms, twice the log., $1,769 = 0.495456$,

three times the log., $1,200 = 9.287543$,

arith. comp. of three times log., $125.16 = 3.707605$.

Hence log. $p = \frac{1}{2} \quad - \quad - \quad - \quad 3.440,604 = 1.720,302$;

$p = \quad - \quad - \quad - \quad - \quad - \quad - \quad 52.5172289$ days.



Upon an average, one-third, at least, of a man's life is spent in sleep. Sleep is certainly one of the greatest boons bestowed on man in his weary pilgrimage. To enjoy this blessing in perfection, there are three things which are indispensably necessary—good health, good exercise, and a good conscience.

Editorial Miscellany.**THE CLERGY AND FREE SCHOOLS.**

We have long feared that the clergy of Indiana neglected to give the cause of popular education such advocacy as the dismal condition of the children of this commonwealth requires of men who are guardians of public virtue and religion.

Clergymen can so arouse public sentiment as to make the demand for a longer term of free schools irresistible.

The "people perish for lack of knowledge," and we greatly wonder that more ministers do not, from the pulpit, present to citizens their duty as is done in the following extract from a Thanksgiving discourse, in Indianapolis, by Rev. Mr. Hyde of the Congregational Church.

We confess that this noble and eloquent remembrance of the wants of the children, this just understanding of the true way of providing for them, gave us both joy and thanksgiving.

"If the British bard may sing, 'England with all thy faults I love thee still,' then should our hills and plains ring more loudly to the anthem of the free. Is it not an occasion for rejoicing that for more than three quarters of a century the experiment [of self-government has been successful in this land; that twenty times over we have witnessed the spectacle of a great empire of freemen repeating an orderly and national election?

Shall the disloyal cry of some voices make us forget that we are under a government which is the admiration of all but tyrants and their minions. Has this people no hymn of praise, when we look down from our peaceful height upon the tumults and strifes of nations now casting off old forms of despotism?

Can we forget to love and cherish our institutions, when the down-trodden millions of Italy rush to arms that they may drive tyrants from their soil and secure the American freeman's privilege of choosing his own rulers?—Aye, they know not what they do, who speak scornfully of this Confederacy under which we live. If it breaks into fragments and we fall into terrible anarchy, it will be the fall of the noblest monument of human wisdom; it will be the ruin of materials which have been maturing and gathering for ages; it will be the failure of principles which have been nurtured and defended amid storms of revolution; it will be the wreck of a Republic for which the noblest Christian heroes and patriots have prayed and died. God grant that this calamity may never come!

God send the spirit of peace to heal the divisions that distract us ! Hasten the day when no traitor's hand shall be found to take down the nation's flag—when the stars and stripes with undisputed right shall wave over the broad domain, from the Atlantic's rock-bound coast to the golden sands of the Pacific, from the snow-clad hills of Maine to the orange gardens of Florida.

The speaker proceeded to speak of the proper return of all these blessings—charity, in its largest measure, was required of the individual and the State. "Freely ye have received, freely give."

Among the many benefactions which the State should dispense, none is more suitable or more needed than a liberal provision for popular education. In this particular our own Commonwealth is unhappily deficient, and far behind other sister States. The wants of the masses—the children of the poor—call for nothing so loudly as the precious boon of free schools. In this land, his education, with but few exceptions, is the chief inheritance of the young man, and for that in most cases he depends upon the public. Ignorance may do for a despotism, but it is the destruction of free governments. It is their shame—our reproach and danger—that so many freemen of this Commonwealth cannot read their votes. The free school is to be regarded as above all others the institution best adapted to make good citizens. There the poor man's son and the rich man's sit side by side ; the alien and stranger of all nationalities mingle on terms of equal advantage with the native born child ; those embracing every variety of religious faith daily come together in harmonious fellowship. This is not a less beautiful exhibition of the spirit of our Republican institutions than of our Christianity, which proclaims the universal brotherhood of man. It is impossible to over-estimate the value of those ties of friendship formed in childhood, which bind together the different ranks, parties and sects of society.

This was once happily illustrated to us by the reply of an intelligent young Irishman who was nobly struggling to save his orphan sisters from want and infamy. "Yes," said he, "though having a different faith from you, I will thankfully entrust them to the nurture of a Protestant family. Thank God ! I have learned in the Free Schools of New York that Americans are the friends of the children of my countrymen."

Yes, patriotism, prudence and economy dictate a liberal school policy. Let the best facilities that can be had be furnished to all. Woe be unto the Church and the State, if the keys of knowledge be withheld from the masses. We are rebuked for our parsimony and negligence in this matter by the first settlers who provided our magnificent school fund. It is a shame for this generation to be content to live solely on their charities. It is time the spirit of the fathers of the Republic was revived. History tells us they had scarcely erected their first log houses before the schools

Laplace, it has been dogmatically affirmed, can hereafter be regarded as but a "splendid vision." We reply that the *principal* evidence in favor of the theory, is that afforded by the phenomena of the solar system itself, and that *this* would not be in the least invalidated should every nebula within the reach of the telescope be resolved into stars. But no results hitherto obtained justify the conclusion that all nebulae are composed of stars. A large proportion remain still unresolved, even under the highest power of the "Parsonstown Leviathan." As this, however, is a point much insisted on by the opponents of the nebular cosmogony, we shall endeavor to place it in its proper light.

The hypothesis that certain nebulae consist of cosmical vapor gradually condensing around stellar nuclei, was proposed by Sir William Herschel; that of the genesis of the solar system from a primitive nebula was suggested by Laplace. The former resulted from a critical examination of the nebulae themselves; the latter, from a philosophical discussion of *the phenomena of the solar system*. Laplace, it is true; adopted the Herschelian theory of nebular matter, and regarded it as highly favorable to his own hypothesis. Popular writers of the present day, however, look upon the former as constituting the entire ground of Laplace's speculations. "The theory," says a distinguished author,* "proceeds on the assumption of the existence and wide diffusion of a nebulous fluid." The achievements of Lord Rosse's telescope are accordingly claimed as almost decisive evidence against Laplace's cosmogony.

Now if the mere fact that we have no certain knowledge of the *present* existence of nebular vapor warrants the inference that the *primitive* condition of the solar system was not gaseous, by parity of reasoning it would follow that unless some of the *members* of the solar system are *now* in a fluid state, our own globe has always been *solid*. But the *form* of the earth proves its ancient fluidity; and so, in like manner, various phenomena of the planetary system indicate a primitive nebular state.

When it is remembered, moreover, that the analogy of the solar system is decidedly against the assumption that the different appearances of the stars are owing to a gradation of distances; that portions of our own sidereal cluster, the milky-way, *have never been resolved*; and that while Lord Rosse's telescope has separated particular *parts* of some nebulae into stellar points, it has left other parts

* James Buchanan, D.D., LL.D.

unresolved, and revealed very faint nebulous ramifications which *cannot* be composed of stars, unless we regard the components as extremely minute, the nebular hypothesis does not appear to have been materially weakened by Lord Rosse's discoveries.*

Finally, we may remark that comets and the zodiacal light *demonstrate* the existence of cosmical vapor similar to that which the theory assumes.

3. *The alleged atheistic tendency of the Nebular Hypothesis.*—The most prominent objection to the nebular hypothesis is its alleged *atheistic tendency*. It has been characterized as an attempt to exclude God from his own universe, by substituting *natural law* for his direct agency in the work of creation. The force of this objection must evidently depend upon the question—What are we to understand by the “laws of nature?” As the question is one in regard to which much misapprehension appears to have existed, its brief consideration may not be out of place.

In the nebular theory, the process of condensation, the separation of rings and their conversion into spheroids, the acceleration of rotary velocity, solidification, &c., are supposed to have occurred in accordance with the known laws of gravitation, centrifugal force, cohesion, and chemical combination. The hypothesis does *not* assume, however, that these laws were self-originated and independent material forces. It has no conflict with Divine revelation. It assumes the existence of chaotic matter—has nothing to do with its origination. Its advocates therefore can consistently grant that matter was created by a Being of infinite power, and that the *quantities* of the various elements were determined, their collocations arranged, and their respective properties appointed by a Being of infinite wisdom. *Laws of Nature* are formal expressions of the ordinary modes in which the Divine will is manifested in natural phenomena. McCosh† specifies three different senses in which the phrase is understood, but they are all embraced in the preceding definition. “A

* “Regarding the nebulae as spherical in form, and not as vastly long vistas foreshortened by having their ends turned toward the earth—which would be improbable, seeing there are two of them close together—the brightness of objects in their nearer portions cannot be much exaggerated, nor those in its remote, much enfeebled by difference of distance. It must therefore, be an admitted fact that stars of the seventh and eighth magnitudes and irresolvable nebulae may coexist within limits of distance comparatively small, and that all inferences in regard to relative distance drawn from relative magnitudes must be received with caution.”—Bartlett's *Spherical Astronomy*, p. 222.

† On Divine Government, B. II, chap. i, sec. 1.

law never acts ;” but it invariably points to an intelligent agent or designer. Gravitation, for instance, is neither an essentially inherent property of matter, nor an absolute *cause* of motion. The Newtonian law by which it is expressed, so far from being independent of an All-wise and Omnipotent Author, is simply the rule by which the Creator governs the material universe. The assertion therefore that this law “ is probably the only efficient principle of the creation of the physical world, as it is of its preservation,”* is obviously absurd.

The fact then of the existence of a *law*, necessarily implies the existence of a *law-giver* ; hence the objection which we have stated is destitute of foundation. It must follow also as a necessary consequence that the nebular hypothesis is utterly *incompatible* with the very system to the support of which a false philosophy has attempted to pervert it. Moreover, if the power of the Deity is manifested in accordance with a uniform system—a “ law of nature ”—in *sustaining* and *governing* the material universe, why should it be derogating from his perfections to suppose the same power to have been exerted in a similar way in the process of its formation ?

But some writers, among whom we may mention in particular the author of the “ Vestiges ;” have attempted to connect the nebular hypothesis with the Lamarckian theory of development. Each of these hypotheses, however, is complete in itself. The arguments which lie against the latter have no logical bearing whatever against the former. It is not necessary to our purpose therefore to discuss the Lamarckian theory ; this has been ably done by Miller, in his “ Footprints of the Creator ;” Buchanan, in his “ Modern Atheism :” and by other distinguished writers on both sides of the Atlantic. We have no hesitation, however, in affirming that its complete refutation leaves the nebular hypothesis untouched, and that the demonstration of the latter would afford no evidence of the truth of the former. To regard them as interlinked, dependent, and essential parts of a great atheistic scheme, is to mistake entirely their mutual relationship.

The foregoing are, we believe, the most weighty objections that have been urged against the nebular hypothesis. The first, or that derived from the retrograde motions of the satellites of Uranus, has doubtless the greatest force ; the most eminent astronomers, however, have not deemed it insuperable.

* Pontecoulant.

measured with the services rendered—by offering to teachers the assurance of positive advancement in their profession—we should place the institutes upon a footing so as to efficiently subserve the high objects for which they were designed.”

PERSONAL.

M

Mr. A. D. Goodwin is conducting a Normal School at Burnett's Creek, Ind. We have heard this school spoken of highly. Mr. G. attended the State Teachers' Association.

Free to

Geo. P. Brown is Superintendent of the Richmond Public Schools, Wayne Co. We infer that Mr. Brown is one of our live teachers; he attended the Association, and participated in the discussions.

Mr. Simpson Burton, graduate of Franklin College last year, is now Principal of the Academy at Mitchell, Lawrence Co.

T. D. Marsh, of Columbus, Ind., writes that an institute will be held at that place, commencing 7th of March.

D. E. Hunter informs us that it is intended to hold an institute at Princeton, sometime during the coming Spring.

G. H. Stowits, once a teacher in the Jennings Academy, at Vernon, Ind., lately Principal of the Batavia Graded School, N. Y., has been appointed Principal of one of the Graded Schools of Buffalo. We regret to lose Mr. S. from our State, but we rejoice in his career of honorable victories in the Empire State.

Dr. Barnard is obliged to abstain from lecturing or other work requiring effort of lungs or throat.

Prof. J. Ripley, of Iowa, has been appointed Instructor in the State Normal School at New Britain, Connecticut.

Edmond Booth, a mute, formerly an assistant teacher in the American Asylum, now edits a weekly paper in Iowa called the *Eureka*.

Mrs. Lydia Huntley Sigourney, the well-known poetess, is now in the 70th year of her age.

Rev. Dr. Prichard Armstrong, President of the Board of Education, and Member of the House of Nobles of the Hawaiian Nation, died Sept. 13, 1860, aged 55 years. Dr. Armstrong went as a missionary to the Sandwich Islands in 1832, and from 1847 until his death he was at the head of the national system of education.

ITEMS.

SYMPATHY IN THE RIGHT QUARTER.—We are gratified to perceive that a number of our Indiana exchanges have seen proper to publish the reported proceedings of the late meeting of the State Teachers' Association. Too many papers are indifferent to everything but the one "vexed question."

The Graded School at Princeton, D. E. Hunter Principal, recently held a public examination before the Board of Trustees which is said to have been very creditable to all concerned. The Board visited and examined the several departments, and report that the examination showed diligent and accurate training on the part of the teachers, and decided progress on the part of the scholars. The Board congratulate the citizens of Princeton in having the right man in the right place. Mr. Hunter has infused his own spirit into all his scholars, and has taught them well and thoroughly.

In the Connecticut State Teachers' Association, which met at Bridgeport in October, a new feature was introduced. The members were divided into sections: 1st, High-School Teachers; 2d, Grammar-School Teachers; and 3d, teachers of the Intermediate and Primary Schools. These held separate meetings for the discussion of their peculiar interests and reported results to the general meeting. The experiment is said to have been highly successful.

The teachers of the Boston public schools are receiving some of the fruits of the donation of \$100,000 made by the State for the benefit of the Museum of Natural History. Mr. Boutwell in announcing the commencement of the scientific lectures, invites teachers of the public schools to attend free of charge. The first course was opened by Prof. Agassiz.

Messrs. Ticknor & Fields have bought all the books formerly in the private library of Leigh Hunt. Among them are many presentation copies from authors, and a large number are enriched with notes in the handwriting of the poet.

The Inebriate's Home, recently organized for the prevention of drunkenness, has already accomplished much good. On its books are recorded 1,035 signatures to the total abstinence pledge, of which 210 were inmates of the "Home" of Chatham Street, N. Y., where they were fed, lodged, and clothed, and after giving evidence of their reformation, restored to society. Only forty-six of these have been known to have broken their pledge, while 175 are, it is hoped, cured of their passion for strong drink, and are now in the enjoyment of homes and families.

New York city this year will spend \$1,800,000 in its public schools; this will make the cost of education average \$19 a scholar.

A GREEK NEWSPAPER.—A Greek illustrated newspaper is published in London, and has reached its thirteenth number. It is printed in fine Greek type, and is said to have a considerable sale at the Universities whose members are no doubt amused to find the trivial events of the day chronicled in a language which is associated in their minds with all that is ancient and learned.

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OUR BOOK TABLE.

Hints to Common School Teachers, Parents and Pupils: or Gleanings from School-Life Experience. By HIRAM ORCUT, A. M. Rutland: G. A. TUTTLE & Co. Boston: BROWN, TAGGARD & CHASE.

This work is inscribed to "hundreds of the author's pupils." The titles of the chapters are—

I. Importance of the Teacher's work.

II. His necessary qualifications.

III. School management.

IV. School discipline.

V. School instruction.

VI. Study and recitation.

VII. Concluding remarks to teachers.

VIII "Our Common Schools." To parents and pupils.

An excellent and deeply interesting little book; full of practical suggestion both for teachers and parents; abounding with incident and illustrations. Every thinking mother would be delighted and repaid by the perusal.

Education: Intellectual, Moral and Physical. By HERBERT SPENCER. New York: D. APPLETON & Co.

Contents: I, What knowledge is of most worth.

II, Intellectual Education.

III, Moral Education.

IV, Physical Education.

We welcome this book to our table with much gratification. We esteem it among the choicest treasures of a library. After reading it we realize a strong desire to have it widely circulated, and we think if book agents would sell it everywhere, instead of the dashing, brilliant, and flippant books so often sold in that way, they would do a good service to society. This is a book for the thinker. He who loves to philosophize can be aroused and feasted and instructed by following the author through this work. We commend this book to the best teachers, and to the most cultivated, thoughtful and loving parents.

Moore's Elements of Science: Designed for use in Grammar and Primary Schools. By GEORGE MOORE. New York: MASON & BROTHERS.

We have had "First Book of Science," and "Science of Common Things," but this book is smaller, simpler, plainer, designed for younger students—is conducted in the catechetical method, and is very useful and very interesting. It is the best book for beginners in this study we have ever seen.

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THE
Indiana School Journal:
INDIANAPOLIS,

VOL. VI.

MARCH, 1861.

NO. 3.

THE NEBULAR HYPOTHESIS.—*Concluded.*



BY DANIEL KIRKWOOD.

10. *The Zodiacal Light.*—Cassini regarded the zodiacal light as produced by an innumerable multitude of small planetary bodies revolving in a ring about the sun. This hypothesis was generally accepted until 1855, when another was proposed by the Rev. George Jones, of the United States Navy. Mr. Jones thinks his own observations of the phenomena wholly incompatible with the hypothesis of a nebulous ring *with the sun for its center*, and also with that of a nebulous planetary body revolving round the sun. He is led therefore, to the alternative of a *nebulous ring round the earth, interior to the moon's orbit*. This theory has been favorably received by the astronomers of our country. Objections of some weight, however, have been urged against it by Pres. F. A. P. Barnard,* of the University of Mississippi, and it will not perhaps be generally adopted without further confirmation. But it is generally admitted by the advocates of each hypothesis that the appearance is produced by a *continuous zone of infinitesimal asteroids*. Now if the abandoned rings of either the *solar* or the primitive *terrestrial* atmosphere contained any matter of too volatile a nature to coalesce in the formation of solid planetary bodies, such molecules ought to exhibit the appearance of a flattened ring, of a vapory or nebulous form, like that actually presented by the zodiacal light. Whether we regard it, therefore, as a primary or secondary ring, the theory of Laplace affords the most plausible explanation of its origin.

* Am. Journal of Science for March, 1856.

Editorial Miscellany.

THE CLERGY AND FREE SCHOOLS.

We have long feared that the clergy of Indiana neglected to give the cause of popular education such advocacy as the dismal condition of the children of this commonwealth requires of men who are guardians of public virtue and religion.

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We confess that this noble and eloquent remembrance of the wants of the children, this just understanding of the true way of providing for them, gave us both joy and thanksgiving.

"If the British bard may sing, 'England with all thy faults I love thee still,' then should our hills and plains ring more loudly to the anthem of the free. Is it not an occasion for rejoicing that for more than three quarters of a century the experiment [of self-government has been successful in this land; that twenty times over we have witnessed the spectacle of a great empire of freemen repeating an orderly and national election?

Shall the disloyal cry of some voices make us forget that we are under a government which is the admiration of all but tyrants and their minions. Has this people no hymn of praise, when we look down from our peaceful height upon the tumults and strifes of nations now casting off old forms of despotism?

Can we forget to love and cherish our institutions, when the down-trodden millions of Italy rush to arms that they may drive tyrants from their soil and secure the American freeman's privilege of choosing his own rulers?—Aye, they know not what they do, who speak scornfully of this Confederacy under which we live. If it breaks into fragments and we fall into terrible anarchy, it will be the fall of the noblest monument of human wisdom; it will be the ruin of materials which have been maturing and gathering for ages; it will be the failure of principles which have been nurtured and defended amid storms of revolution; it will be the wreck of a Republic for which the noblest Christian heroes and patriots have prayed and died. God grant that this calamity may never come!

"God send the spirit of peace to heal the divisions that distract us! Hasten the day when no traitor's hand shall be found to take down the nation's flag—when the stars and stripes with undisputed right shall wave over the broad domain, from the Atlantic's rock-bound coast to the golden sands of the Pacific, from the snow-clad hills of Maine to the orange gardens of Florida.

The speaker proceeded to speak of the proper return of all these blessings—charity, in its largest measure, was required of the individual and the State. "Freely ye have received, freely give."

Among the many benefactions which the State should dispense, none is more suitable or more needed than a liberal provision for popular education. In this particular our own Commonwealth is unhappily deficient, and far behind other sister States. The wants of the masses—the children of the poor—call for nothing so loudly as the precious boon of free schools. In this land, his education, with but few exceptions, is the chief inheritance of the young man, and for that in most cases he depends upon the public. Ignorance may do for a despotism, but it is the destruction of free governments. It is their shame—our reproach and danger—that so many freemen of this Commonwealth cannot read their votes. The free school is to be regarded as above all others the institution best adapted to make good citizens. There the poor man's son and the rich man's sit side by side; the alien and stranger of all nationalities mingle on terms of equal advantage with the native born child; those embracing every variety of religious faith daily come together in harmonious fellowship. This is not a less beautiful exhibition of the spirit of our Republican institutions than of our Christianity, which proclaims the universal brotherhood of man. It is impossible to over-estimate the value of those ties of friendship formed in childhood, which bind together the different ranks, parties and sects of society.

This was once happily illustrated to us by the reply of an intelligent young Irishman who was nobly struggling to save his orphan sisters from want and infamy. "Yes," said he, "though having a different faith from you, I will thankfully entrust them to the nurture of a Protestant family. Thank God! I have learned in the Free Schools of New York that Americans are the friends of the children of my countrymen."

Yes, patriotism, prudence and economy dictate a liberal school policy. Let the best facilities that can be had be furnished to all. Woe be unto the Church and the State, if the keys of knowledge be withheld from the masses. We are rebuked for our parsimony and negligence in this matter by the first settlers who provided our magnificent school fund. It is a shame for this generation to be content to live solely on their charities. It is time the spirit of the fathers of the Republic was revived. History tells us they had scarcely erected their first log houses before the schools

THE ART OF TAKING BREATH.

A man who takes breath properly, will fatigue himself less in speaking three or four hours, than another in half an hour ; and the orators who are able to speak so long, are either men who have studied the management of their breath, or men who speak much, but who speak well ; for in this case respiration regulates itself, without separate thought, just as in conversation.

But it is by no means the same when one recites a discourse from memory ; especially if it is the discourse of another ; for in writing we take care without being aware of it, to adjust the length of periods to the habitudes of our lungs. But the exercise in which it is most difficult to breathe aright, is the exercise of reading ; and it is remarked that one is wearied much sooner by reading than by speaking.

There are very few persons who can bear half an hour of reading without a slight inconvenience of the organs ; but there are many who can speak an hour without any trouble. The point of difficulty is in timing the respiration so as always to take breath before it is exhausted. For this purpose it is necessary to breathe quite often, and to take advantage of the little rests in the delivery. It might be feared lest this necessity should injure the utterance and make it rigid ; but on the contrary, the rests which are thus employed, used properly, are as expressive as the voice itself. The slowness which they communicate to the discourse is only that slowness that gives weight and vigor to the thought ; and this happy infirmity becomes an additional power.

It is lastly, by breathing seasonably, that the speaker will avoid a fault which is very common and very great—that of letting the voice fall at the end of sentences, which renders the recitation at the same time indistinct and monotonous. This is the abuse of the rule which is pointed out by nature. It is natural to lower the voice slightly at the moment of finishing a sentence, at least in most cases ; for there are certain thoughts which, on the contrary, demand an elevation of the voice at the close. But the fall is made too perceptible, and is taken from too great a height, so that there are often three or four words which the hearer catches with difficulty, or does not catch at all. This would be bad enough, even without the additional evil that the expression is weakened at the same time with the voice.

As a general rule the voice should be kept up to the end of the sentence, excepting only that slight depression and, as it were, reflection, which denotes that the sentence is terminated. But to do this, you must breathe in time ; as it is because the lungs are exhausted that you must lower the voice ; for where there is no breath there is no sound.

* Increase within the year,	- - - -	320.
Number of female teachers employed in primary schools,	-	1,611.
* Increase within the year,	- - - -	252.
Number of male teachers employed in High Schools within the year,	77.	
Number of female teachers employed in High Schools, " "	55.	
* Increase, within the year, males 15, females 4,	- - - -	19.
Average compensation per day of male teachers in primary schools,	\$1.11.	
Decrease within the year,	- - - -	.02.
Average compensation per day of female teachers,	- - - -	\$1.05.
Increase within the year,	- - - -	.19.
Average compensation per day of male teachers in High Schools,	\$2.13.	
Average compensation per day of female teachers, " "	1.31.	
Amount expended for tuition,	- - - -	\$485,297 00.
* Increase within the year,	- - - -	63,716 00.
Average length of schools in days,	- - - -	68.
* Decrease within the year,	- - - -	9.
Number of school houses erected within the year,	- - - -	750.
Increase over last year,	- - - -	84.
Value of school houses erected within the year,	- - - -	\$324,276 00.
* Increase over last year,	- - - -	31,456 00
Number of volumes in township libraries,	- - - -	221,523.
Number of Select Schools,	- - - -	694.
Decrease from last year,	- - - -	63.
Number of pupils attending Select Schools,	- - - -	11,806.
* Decrease from last year,	- - - -	587
Amount collected for building and repairing school houses,	- - - -	\$381,045 00
* Increase over last year,	- - - -	21,612 00

We take the following from the *Western Olive Branch*, a Journal of Temperance and Social Reform, edited by Mrs. C. D. F. BUSH, which ought to be read by every family. Published monthly, at Indianapolis, fifty cents per annum.

As far as heard from there is a general feeling among the people in favor of continued and renewed efforts to establish the rule of Total Abstinence. To that end we expect to receive a cordial welcome and co-operation in our efforts to organize, among the children, "Bands of Hope," in our efforts to give to the OLIVE BRANCH a large circulation. We are improved in the past our desire to work in that direction that shall be means of doing a positive good to the world; in that direction that shall most effectually provoke thought, and incite to noble deeds those who have the means and the power to care for the children and the

[From the Ohio Educational Monthly.

"WHO IS SUFFICIENT?"

BY MABEL LOYD.

Six and thirty little mortals
 Coming to be taught;
 And mine that most 'delightful task,'
 'To rear the tender thought.'
 Merry, mischief-loving children,
 Thoughtless, glad, and gay;
 Loving lessons 'just a little,'
 Dearly loving play.

Six-and-thirty souls immortal
 Coming to be fed—
 Needing 'food convenient for them,'
 As their daily bread.
 Bright and happy little children,
 Innocent and free;
 Coming here their life-long lessons
 Now to learn of me.

Listen to the toilsome routine,
 List, and answer then—
 "For these things who is sufficient,"
 'Mong the sons of men? [mons,
 Now they, at the well-known sum—
 Cease their busy hum, [tant,
 And some with pleasure, some reluc-
 To the school-room come.

Comes a cunning little urchin,
 With defiant eye,
 'Making music' with his marbles,
 As he passes by.
 But, alas! the pretty toys are
 Taken from him soon;
 And the music-loving Willie
 'Strikes another tune.'

Comes a lisping little beauty,
 Scarce five summers old,
 Pleading with resistless logic,
 "Please, Mith, I'm stho cold!"

Little one, the world is chilly,
 All too cold for thee;
 From its storms our Father shield thee
 And thy refuge be.

While I turn to caution Johnny
 Not to make such noise,
 Mary parses, "Earth's an adverb,
 In the passive voice."
 Well, indeed, it must be passive,
 Else it is not clear
 How such open language-murder
 Goes unpunished here.

Second-Reader class reciting—
 "Lesson, verse or prose?"
 None in all the class is certain:
 Each one thinks he knows. [once
 "Well," is queried then, the differ-
 Who can now define?"
 Answers Rob—"In verse they never
 Finish out the line."

'Tis an idea suggestive,
 And as time rolls on,
 Hears my heart a solemn query—
 Is thy days work done?
 Though the promised hours I've given
 To this work of mine,
 Have I, in the sight of Heaven,
 FINISHED OUT THE LINE?

Oh, it is 'too fine a knowledge'
 For our mortal sight,
 All these restless little children
 How too lead aright.
 He who prayeth while he worketh,
 He who loveth all,
 He alone may walk before them,
 Worthily and well.

The English national anthem, "God Save the King," was composed upon the occasion of the escape of James I, from the Gunpowder Plot. The author, who was born in Somersetshire in 1563, and died in 1628, was named JOHN BULL, and so great was the popularity of the ode, that his name has become the nickname gloried in by his countrymen.

Religion—a key which opens wide the gate of heaven.

measures with the services rendered—by offering to teachers the assurance of positive advancement in their profession—we should place the institutes upon a footing so as to efficiently subserve the high objects for which they were designed.”

PERSONAL.

M

Mr. A. D. Goodwin is conducting a Normal School at Burnett's Creek, Ind. We have heard this school spoken of highly. Mr. G. attended the State Teachers' Association.

Geo. P. Brown is Superintendent of the Richmond Public Schools, Wayne Co. We infer that Mr. Brown is one of our live teachers; he attended the Association, and participated in the discussions.

Mr. Simpson Burton, graduate of Franklin College last year, is now Principal of the Academy at Mitchell, Lawrence Co.

T. D. Marsh, of Columbus, Ind., writes that an institute will be held at that place, commencing 7th of March.

D. E. Hunter informs us that it is intended to hold an institute at Princeton, sometime during the coming Spring.

G. H. Stowits, once a teacher in the Jennings Academy, at Vernon, Ind., lately Principal of the Batavia Graded School, N. Y., has been appointed Principal of one of the Graded Schools of Buffalo. We regret to lose Mr. S. from our State, but we rejoice in his career of honorable victories in the Empire State.

Dr. Barnard is obliged to abstain from lecturing or other work requiring effort of lungs or throat.

Prof. J. Ripley, of Iowa, has been appointed Instructor in the State Normal School at New Britain, Connecticut.

Edmond Booth, a mute, formerly an assistant teacher in the American Asylum, now edits a weekly paper in Iowa called the *Eureka*.

Mrs. Lydia Huntley Sigourney, the well-known poetess, is now in the 70th year of her age.

Rev. Dr. Prichard Armstrong, President of the Board of Education, and Member of the House of Nobles of the Hawaiian Nation, died Sept. 23d, 1860, aged 55 years. Dr. Armstrong went as a missionary to the Sandwich Islands in 1832, and from 1847 until his death he was at the head of the national system of education.

ITEMS.

SYMPATHY IN THE RIGHT QUARTER.—We are gratified to perceive that a number of our Indiana exchanges have seen proper to publish the reported proceedings of the late meeting of the State Teachers' Association. Too many papers are indifferent to everything but the one "vexed question."

The Graded School at Princeton, D. E. Hunter Principal, recently held a public examination before the Board of Trustees which is said to have been very creditable to all concerned. The Board visited and examined the several departments, and report that the examination showed diligent and accurate training on the part of the teachers, and decided progress on the part of the scholars. The Board congratulate the citizens of Princeton in having the right man in the right place. Mr. Hunter has infused his own spirit into all his scholars, and has taught them well and thoroughly.

In the Connecticut State Teachers' Association, which met at Bridgeport in October, a new feature was introduced. The members were divided into sections: 1st, High-School Teachers; 2d, Grammar-School Teachers; and 3d, teachers of the Intermediate and Primary Schools. These held separate meetings for the discussion of their peculiar interests and reported results to the general meeting. The experiment is said to have been highly successful.

The teachers of the Boston public schools are receiving some of the fruits of the donation of \$100,000 made by the State for the benefit of the Museum of Natural History. Mr. Boutwell in announcing the commencement of the scientific lectures, invites teachers of the public schools to attend free of charge. The first course was opened by Prof. Agassiz.

Messrs. Ticknor & Fields have bought all the books formerly in the private library of Leigh Hunt. Among them are many presentation copies from authors, and a large number are enriched with notes in the handwriting of the poet.

The Inebriate's Home, recently organized for the prevention of drunkenness, has already accomplished much good. On its books are recorded 1,035 signatures to the total abstinence pledge, of which 210 were inmates of the "Home" of Chatham Street, N. Y., where they were fed, lodged, and clothed, and after giving evidence of their reformation, restored to society. Only forty-six of these have been known to have broken their pledge, while 175 are, it is hoped, cured of their passion for strong drink, and are now in the enjoyment of homes and families.

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and let Pp equal r, and let the angle P'Pp be represented by z . Then because pD must always equal AP' (=n), we shall have $PD = r + n$, and $PC = a + m$.

But (Eucl. 12, 2) $\overline{PD}^2 = \overline{PC}^2 + \overline{CD}^2 + 2PC \times CG$,

$$\therefore CG = \frac{\overline{PD}^2 - \overline{PC}^2 - \overline{CD}^2}{2PC} = \frac{r^2 + 2nr + n^2 - m^2}{2(a+m)} - a$$

$$\therefore PG = \frac{r^2 + 2nr + n^2 - m^2}{2(a+m)} + m = \cos z \text{ to radius } (r+n)$$

$$(1) \therefore \cos z = \frac{1}{2(a+m)} \times r^2 + \frac{n}{a+m} \times r + \frac{2am + m^2 + n^2}{2(a+m)}, \text{ which is the po-}$$

$r + m$

lar equation to the curve. If $n=a$ the point p will describe the egg-shaped curve P'p'D'CP'. If $n=m$, the points P' and P will coincide and the point p will trace out the curve PpEP, and by fixing a pencil at the distance 2a to the right of P, an exactly similar curve will be traced on the right of P.

If in (1) we put $n=0$, the equation becomes (2) $\cos z = \frac{r^2 + m(2a+m)}{2r(a+m)}$, which is the polar equation to the circle.

If in (2) we make $m=0$, we get (3) $r=2a \cos z$, which is the polar equation to the circle when the pole is in the circumference.

PROBLEM No. 198.

It is required to find that fraction whose cube root exceeds its square root by the greatest possible quantity.

SOLUTION.—By D. M. HUDSON.

Let x^3 = the fraction; then

$u = x^2 - x^3 = a$ maximum, and

$\frac{du}{dx} = 2x - 3x^2 = 0$; from which $x = \frac{2}{3}$; therefore $x^3 = \frac{64}{729}$.

PROBLEM No. 199.

Two thousand six hundred and fifty-two dollars are to be divided among three regiments, in such a way, that each man of that regiment which contains most, receives one dollar, and the remainder is divided equally amongst the men of the other two regiments. Were the dollar adjudged to the first regiment, then each man of the two remaining regiments would receive fifty cents; if we give the dollar to the second regiment, then each man of the two remaining regiments would only receive one-third of a dollar; lastly, if it were given to the third regiment, then each man of the remaining regiments would only receive twenty-five cents. How many men were contained in each of the three regiments?

SOLUTION.—BY D. M. HUDSON.

Let x , y , and z represent the number of men in the 1st, 2nd, and 3d regiments respectively; then

$$x + \frac{1}{2}(y+z) = 2652. \quad (1)$$

$$y + \frac{1}{3}(x+z) = 2652. \quad (2)$$

$$z + \frac{1}{4}(x+y) = 2652. \quad (3)$$

Now $4(3) - 8(1) - 21(2) + 14(1)$ gives $y = 1716$,
and substituting, we find $x = 780$,
 $z = 2028$.

PROBLEM No. 202.

If the diameter of an asteroid be 40 miles, and its mean density equal to that of Jupiter, in what time would a material point revolve round it as a satellite, at a distance of 1200 miles?

SOLUTION.—BY S. J. KIRKWOOD.

Comparing the asteroid with Jupiter and his first satellite, we have the following values:—radius of Jupiter, 44,500 miles; distance of his first satellite from the center of the primary, 278500, = 6,258 times the radius of the latter; periodic time of the satellite, 1,769 days; radius of the asteroid 20, distance of the satellite 1200.

Denote the periodic time of the asteroid's satellite by p . From Olmsted's Astronomy, page 252, we learn that, *the periodic times of two satellites revolving about primaries of equal densities, at distances which are equimultiples of their radii, are equal*,—hence, the periodic time of the satellite, at a distance from the asteroid of 6,258 times its radius, would be equal to that of Jupiter's satellite. But *the squares of the periodic times are as the cubes of the mean distances*: hence, $1769^2 : p^2 :: 125.16^3 : 1200^3$, . . .

$$p = \frac{\sqrt{1,769^2 \times 1200^3}}{125.16^3}$$

Using logarithms, twice the log., $1,769 = 0.495456$,
three times the log., $1,200 = 9.287543$,
arith. comp. of three times log., $125.16 = 3.707605$.

Hence log. $p = \frac{1}{2} \quad . \quad . \quad . \quad 3.440,604 = 1.720,302$;
 $p = \quad . \quad . \quad . \quad . \quad . \quad . \quad 52.5172289$ days.

Upon an average, one-third, at least, of a man's life is spent in sleep. Sleep is certainly one of the greatest boons bestowed on man in his weary pilgrimage. To enjoy this blessing in perfection, there are three things which are indispensably necessary—good health, good exercise, and a good conscience.

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"If the British bard may sing, 'England with all thy faults I love thee still,' then should our hills and plains ring more loudly to the anthem of the free. Is it not an occasion for rejoicing that for more than three quarters of a century the experiment [of self-government has been successful in this land; that twenty times over we have witnessed the spectacle of a great empire of freemen repeating an orderly and national election?

Shall the disloyal cry of some voices make us forget that we are under a government which is the admiration of all but tyrants and their minions. Has this people no hymn of praise, when we look down from our peaceful height upon the tumults and strifes of nations now casting off old forms of despotism?

Can we forget to love and cherish our institutions, when the down-trodden millions of Italy rush to arms that they may drive tyrants from their soil and secure the American freeman's privilege of choosing his own rulers?—Aye, they know not what they do, who speak scornfully of this Confederacy under which we live. If it breaks into fragments and we fall into terrible anarchy, it will be the fall of the noblest monument of human wisdom; it will be the ruin of materials which have been maturing and gathering for ages; it will be the failure of principles which have been nurtured and defended amid storms of revolution; it will be the wreck of a Republic for which the noblest Christian heroes and patriots have prayed and died. God grant that this calamity may never come!

God send the spirit of peace to heal the divisions that distract us ! Hasten the day when no traitor's hand shall be found to take down the nation's flag—when the stars and stripes with undisputed right shall wave over the broad domain, from the Atlantic's rock-bound coast to the golden sands of the Pacific, from the snow-clad hills of Maine to the orange gardens of Florida.

The speaker proceeded to speak of the proper return of all these blessings—charity, in its largest measure, was required of the individual and the State. "Freely ye have received, freely give."

Among the many benefactions which the State should dispense, none is more suitable or more needed than a liberal provision for popular education. In this particular our own Commonwealth is unhappily deficient, and far behind other sister States. The wants of the masses—the children of the poor—call for nothing so loudly as the precious boon of free schools. In this land, his education, with but few exceptions, is the chief inheritance of the young man, and for that in most cases he depends upon the public. Ignorance may do for a despotism, but it is the destruction of free governments. It is their shame—our reproach and danger—that so many freemen of this Commonwealth cannot read their votes. The free school is to be regarded as above all others the institution best adapted to make good citizens. There the poor man's son and the rich man's sit side by side ; the alien and stranger of all nationalities mingle on terms of equal advantage with the native born child ; those embracing every variety of religious faith daily come together in harmonious fellowship. This is not a less beautiful exhibition of the spirit of our Republican institutions than of our Christianity, which proclaims the universal brotherhood of man. It is impossible to over-estimate the value of those ties of friendship formed in childhood, which bind together the different ranks, parties and sects of society.

This was once happily illustrated to us by the reply of an intelligent young Irishman who was nobly struggling to save his orphan sisters from want and infamy. "Yes," said he, "though having a different faith from you, I will thankfully entrust them to the nurture of a Protestant family. Thank God ! I have learned in the Free Schools of New York that Americans are the friends of the children of my countrymen."

Yes, patriotism, prudence and economy dictate a liberal school policy. Let the best facilities that can be had be furnished to all. Woe be unto the Church and the State, if the keys of knowledge be withheld from the masses. We are rebuked for our parsimony and negligence in this matter by the first settlers who provided our magnificent school fund. It is a shame for this generation to be content to live solely on their charities. It is time the spirit of the fathers of the Republic was revived. History tells us they had scarcely erected their first log houses before the schools

were as much looked after as the roads and bridges, the support of public worship, the protection against the Indians. It was a significant fashion of olden time that elevated pews were fitted up in the meeting houses, to be occupied by the deacons, the magistrates, and the school master. Two centuries ago parents were required by law to cause their children to read the English language, and select men and Grand Juries were ordered to see that the law was observed."

EDUCATIONAL STATISTICS.

The Superintendent of Public Instruction, Mr. Rugg, has kindly permitted us to take the following from advance sheets of his forth-coming report. From the tabular statements and abstracts some general results have been obtained, very interesting to all educators and friends of education. Mr. Rugg says :—

"I am very sorry to say that I cannot commend them as being entirely full and accurate, on account of the want of reports from some of the counties, and of incomplete and inaccurate reports from others. The errors in reports are observed to have the effect, almost uniformly, to reduce instead of increase the numbers to which they relate.

GENERAL RESULTS AND COMPARISONS.

Whole number of children between 5 and 21 years of age,	512,468.
Increase since previous enumeration,	17,449.
Males,	268,394.
Females,	244,074.
Number of school districts in the State,	7,309.
Increase within the year,	76.
Number of primary schools taught in the year,	6,998.
Increase within the year,	463.
Number of High Schools,	78.
Increase within the year,	5.
Number of pupils attending primary schools within the year,	297,882.
Increase within the year,	71,509.
Number attending High Schools,	5,991.
Increase within the year,	849.
Average attendance at each primary school,	31.
Average attendance throughout the State,	215,078.
Average attendance at each High School,	102.
Average not reported last year.	
Number of male teachers employed in primary schools,	5,614.

Increase within the year,	-	-	-	-	320.
Number of female teachers employed in primary schools,	-	-	-	-	1,611.
Increase within the year,	-	-	-	-	252.
Number of male teachers employed in High Schools within the year,	-	-	-	-	77.
Number of female teachers employed in High Schools, " "	-	-	-	-	55.
Increase, within the year, males 15, females 4,	-	-	-	-	19.
Average compensation per day of male teachers in primary schools,	-	-	-	-	\$1.11.
Decrease within the year,	-	-	-	-	.02.
Average compensation per day of female teachers,	-	-	-	-	\$1.05.
Increase within the year,	-	-	-	-	.19.
Average compensation per day of male teachers in High Schools,	-	-	-	-	\$2.13.
Average compensation per day of female teachers, " "	-	-	-	-	1.31.
Amount expended for tuition,	-	-	-	-	\$485,297 00.
Increase within the year,	-	-	-	-	63,716 00.
Average length of schools in days,	-	-	-	-	68.
Decrease within the year,	-	-	-	-	9.
Number of school houses erected within the year,	-	-	-	-	750.
Increase over last year,	-	-	-	-	84.
Value of school houses erected within the year,	-	-	-	-	\$324,276 00.
Increase over last year,	-	-	-	-	31,456 00
Number of volumes in township libraries,	-	-	-	-	221,523.
Number of Select Schools,	-	-	-	-	694.
Decrease from last year,	-	-	-	-	63.
Number of pupils attending Select Schools,	-	-	-	-	11,805.
Decrease from last year,	-	-	-	-	587
Tax collected for building and repairing school houses,	-	-	-	-	\$381,045 00
Increase over last year,	-	-	-	-	21,612 00

We take the following from the *Western Olive Branch*, a Journal of Temperance and Social Reform, edited by Mrs. C. D. F. BUSH, which ought to be read by every family. Published monthly, at Indianapolis, at fifty cents per annum.

"As far as heard from there is a general feeling among the people in favor of continued and renewed efforts to establish the rule of Total Abstinence. To that end we expect to receive a cordial welcome and co-operation in our efforts to organize, among the children, "Bands of Hope," and in our efforts to give to the OLIVE BRANCH a large circulation. We have proved in the past our desire to work in that direction that shall be the means of doing a positive good to the world; in that direction that shall most effectually provoke thought, and incite to noble deeds those who have the means and the power to care for the children and the

chain-bound captives of King Alcohol. For the one we ask the re-establishment of free public schools ; for the other, liberty to be MEN again, FREE MEN. This can only be accomplished by a change of the State Constitution that will allow the people of a city, township, or county, where they have a majority in favor, to adopt such laws. Let men do as they may, we think a law ought to be made that shall rescue the children."

INSTITUTES.—We are pleased to note the growing interest in teachers' institutes and associations in many portions of the country, evidenced by their more frequent formation and assemblage than formerly. Very successful meetings have been held in many of the States during the past year, and a large number of teachers have passed in review before the skillful instructor, and they in turn will impart to others the benefits of instructions received, and thus the work of improvement will not stand still. An instrumentality of educational progress so important should have more attention, and better support, by specific appropriations.

We anticipate much good from institutes in our State during the year, if the plan inaugurated at the late meeting of the Association is faithfully carried out. The task is arduous, the labor exhausting, and the instructors few ; but it can be done if all will do their duty. We insert the following remarks of Hon. H. H. Van Dyck, State Superintendent in New York, which we find in the *Wisconsin Journal of Education* :

"Prominent amongst existing deficiencies is the lack of competent instructors for institutes,—persons of comprehensive attainments, skilled in the communication of ideas, thorough in scholastic knowledge, and capable of communicating interest and instruction to exercises that frequently prove vapid and tiresome. I know that School Commissioners find great difficulty in securing the services of persons embodying these essential requisites—not that individuals of talent and skill are absolutely wanting in number, but because the field of labor is to some extent peculiar, and the demands upon both physical and intellectual systems, exhausting.

To obviate these and other disabilities under which the institutes now labor, I would, after dividing the State into suitable districts, call into requisition the services of a corps of judicious and experienced instructors assigning to each his sphere of action, and so arranging the times and places of meeting as to insure not only the presence of the persons designated, but the attendance of the teachers of the locality. And as an equivalent for the pecuniary burthen thus imposed upon the latter, I would have the time spent by the teachers at the institutes allowed them, by the districts, just as if the same had been actually devoted to instruction in the schools. Thus by securing to instructors a remuneration com-

mensurate with the services rendered—by offering to teachers the assurance of positive advancement in their profession—we should place the institutes upon a footing so as to efficiently subserve the high objects for which they were designed."

PERSONAL.

M

Mr. A. D. Goodwin is conducting a Normal School at Burnett's Creek, Ind. We have heard this school spoken of highly. Mr. G. attended the State Teachers' Association.

Geo. P. Brown is Superintendent of the Richmond Public Schools, Wayne Co. We infer that Mr. Brown is one of our live teachers; he attended the Association, and participated in the discussions.

Mr. Simpson Burton, graduate of Franklin College last year, is now Principal of the Academy at Mitchell, Lawrence Co.

T. D. Marsh, of Columbus, Ind., writes that an institute will be held at that place, commencing 7th of March.

D. E. Hunter informs us that it is intended to hold an institute at Princeton, sometime during the coming Spring.

G. H. Stowits, once a teacher in the Jennings Academy, at Vernon, Ind., lately Principal of the Batavia Graded School, N. Y., has been appointed Principal of one of the Graded Schools of Buffalo. We regret to lose Mr. S. from our State, but we rejoice in his career of honorable victories in the Empire State.

Dr. Barnard is obliged to abstain from lecturing or other work requiring effort of lungs or throat.

Prof. J. Ripley, of Iowa, has been appointed Instructor in the State Normal School at New Britain, Connecticut.

Edmond Booth, a mute, formerly an assistant teacher in the American Asylum, now edits a weekly paper in Iowa called the *Eureka*.

Mrs. Lydia Huntley Sigourney, the well-known poetess, is now in the 70th year of her age.

Rev. Dr. Prichard Armstrong, President of the Board of Education, and Member of the House of Nobles of the Hawaiian Nation, died Sept. 23d, 1860, aged 55 years. Dr. Armstrong went as a missionary to the Sandwich Islands in 1832, and from 1847 until his death he was at the head of the national system of education.

EE

ITEMS.

SYMPATHY IN THE RIGHT QUARTER.—We are gratified to perceive that a number of our Indiana exchanges have seen proper to publish the reported proceedings of the late meeting of the State Teachers' Association. Too many papers are indifferent to everything but the one "vexed question."

The Graded School at Princeton, D. E. Hunter Principal, recently held a public examination before the Board of Trustees which is said to have been very creditable to all concerned. The Board visited and examined the several departments, and report that the examination showed diligent and accurate training on the part of the teachers, and decided progress on the part of the scholars. The Board congratulate the citizens of Princeton in having the right man in the right place. Mr. Hunter has infused his own spirit into all his scholars, and has taught them well and thoroughly.

In the Connecticut State Teachers' Association, which met at Bridgeport in October, a new feature was introduced. The members were divided into sections: 1st, High-School Teachers; 2d, Grammar-School Teachers; and 3d, teachers of the Intermediate and Primary Schools. These held separate meetings for the discussion of their peculiar interests and reported results to the general meeting. The experiment is said to have been highly successful.

The teachers of the Boston public schools are receiving some of the fruits of the donation of \$100,000 made by the State for the benefit of the Museum of Natural History. Mr. Boutwell in announcing the commencement of the scientific lectures, invites teachers of the public schools to attend free of charge. The first course was opened by Prof. Agassiz.

Messrs. Ticknor & Fields have bought all the books formerly in the private library of Leigh Hunt. Among them are many presentation copies from authors, and a large number are enriched with notes in the handwriting of the poet.

The Inebriate's Home, recently organized for the prevention of drunkenness, has already accomplished much good. On its books are recorded 1,035 signatures to the total abstinence pledge, of which 210 were inmates of the "Home" of Chatham Street, N. Y., where they were fed, lodged, and clothed, and after giving evidence of their reformation, restored to society. Only forty-six of these have been known to have broken their pledge, while 175 are, it is hoped, cured of their passion for strong drink, and are now in the enjoyment of homes and families.

New York city this year will spend \$1,800,000 in its public schools; this will make the cost of education average \$19 a scholar.

A GREEK NEWSPAPER.—A Greek illustrated newspaper is published in London, and has reached its thirteenth number. It is printed in fine Greek type, and is said to have a considerable sale at the Universities whose members are no doubt amused to find the trivial events of the day chronicled in a language which is associated in their minds with all that is ancient and learned.

A scientific publication of Holland in its number for Sept. 1860, contains an account of the discovery of a remarkable nation of people in Central Borneo. They speak a language that has no affinity at all with tongues used by other tribes, and consists only of monosyllabic sounds.

Every prisoner confined in Newgate costs the city of London \$500 per annum. Were the same amount of money judiciously expended in the prevention of crime, the additional expense to citizens from the depredations of offenders might be avoided.

A new material for making paper has recently been discovered and experimented upon by the French. It is the plant *Alfa*, which grows in great abundance in Algiers and the neighboring countries of Africa. The experiments appear to be entirely successful.

Specimens of a new paper for printing, invented in Austria, and made entirely from maize straw, have also reached Paris. The paper differs little from ordinary printing paper. The advantage in cheapness is said to be more than one-half.

The first Railway in Turkey was formally opened Oct. 4th. This railway, which is 20 miles long, unites the Danube with the Black Sea, shortens the distance from that river to Constantinople and the Levant some 260 miles, and by means of connections, which will soon be effected, the voyage from London to Constantinople can be made in six days, instead of nine, as at present.

The Atlantic Cable enterprise is a worse failure than was at first supposed. Recent efforts to raise it show that it is too utterly destroyed to be of any use. It will not bear the strain of raising.

The Red Sea and most of the Mediterranean telegraph cables have also completely given out. There is now no long line of submarine telegraph in operation in the world.

The French Minister of Public Instruction has issued a circular to the directors of colleges and schools forbidding the use of tobacco by the students, on the ground that their physical and intellectual growth is hindered by its use.

There are fifty-seven cities in the world which contain from 100,000 to 200,000 inhabitants, twenty-three from 200,000 to 500,000, and twelve which contain above 500,000.

The First Book of the Constitution: A Familiar Exposition of the Constitution of the United States; Designed for the use of Schools. By FURMAN SHEPPARD. Philadelphia: J. B. LIPPINCOTT & Co.

The opinion has long been gaining ground among eminent teachers and thinkers, that our school studies should be more practical, and yet should be so conducted as to promote as much as possible, *mental discipline*. Some few have rushed to the extreme of asserting that a knowledge of practical things was the chief and only tangible object of our school system; while others have, as extravagantly, affirmed that the object of education should be, not knowledge but mental culture. Teachers of the latter class have often succeeded in keeping the student at work on studies not useful save for mental exercise, and as a consequence the youth has been at last turned out into society, educated, perhaps, as his teachers affirm, but amazingly ignorant of the arts and knowledge absolutely essential to a life of useful activity and usefulness. This mistake is frequently fatal. The simple fact is that the mental discipline we seek results less from any particular course of studies than from the peculiar *manner* of the instruction, and the peculiar spirit, and habits of application, of the student. There is then, no reason, or no adequate reason, why the young should not mainly, "study the things they have to practice when they become men." In this view of education, education as it should be, we welcome "The First Books of the Constitution," by Sheppard, and the Political Manual by Mansfield, as eminently adapted to our wants. Whether introduced into school or not, each teacher should own and attentively peruse these or similar works.

The "First Book of the Constitution," is an excellent work, just adapted to the wants of Grammar and High Schools.

The "Political Manual," is a book complete in itself, also adapted to Grammar and High Schools, especially the latter, and to Academies and Colleges. It is a treasure of information for every one.

The Hand-Book of Standard or American Phonography: New Edition, 366 pages. \$1.25, post-paid.

Brief Longhand; A System of Contractions, Securing the Advantages of Short-hand without resort to Stenographic Characters; the whole Methodically Arranged, Amply Illustrated, &c., &c. By ANDREW J. GRAHAM. 274 Canal Street, New York. 63 cents, post-paid.

To all who require to do any considerable amount of writing, the question of economy of time must present itself as one worthy of serious consideration. Phonography enables its possessor to increase his speed of writing several hundred per cent., and is now the principal medium through which the words of public speakers are obtained for the press.

Phonography can be written four times as rapidly as longhand, and when thoroughly learned, is an invaluable adjunct to education. We believe it should be made a branch of instruction in all the schools of our country.

Of the works whose titles are given above, we would say that, they present the most available methods of acquiring this useful art and of lessening the labor of writing, that we have yet seen. They are works of great merit, and for handsomeness of style and execution, fineness and beauty of type and and engraving, superior quality of the paper &c., are unexcelled.

THE Indiana School Journal:

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VOL. VI. G. W. BRONSON, Editor for this Month. NO. 4.

THE POWER OF ILLUSTRATION.

Nothing tends more to make one "apt to teach," than the power of clear, pointed illustration. This is shown by the *best* of all proofs, experience. How many of our most eminent speakers and writers, owe most of their success, to their great power of illustration? They may not see truth more clearly, or more of it, than others, but they possess the ability of making others see and feel with *themselves*. What is John B. Gough without his telling, illustrative anecdotes, humorous or otherwise? Why is it that the noted lecturers now in our land, are making the most involved and expansive of sciences, not only clear, but pleasing to the common mind? Simply because, with their hands, a pitcher and a cane, they can picture all the phenomena of earthly or heavenly bodies more vividly, than most can do with the best apparatus. And how frequent, forcible, and beautiful are the illustrations of Christ, the Great Teacher. Indeed, speaking of His communications to the people, the Scriptures declare that "without a *parable* spake he not unto them!" We cannot partake of daily food without being reminded of His "broken body," as the "Bread of Life to believing souls." Every smiling flower, speaks the wisdom of One "greater than Solomon"—each zephyr, whispers, God. In fact, the whole Bible is so full of graphic illustrations, that every object in the natural world is a ladder on which the thoughts may, *must* ascend to heaven. All that is within or without man, is but *one great*, continual illustration of God's wisdom, power and love. We come now to speak of the importance of illustration to the common school teacher.

Many of the thoughts which we wish to communicate to our
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scholars, are abstract ideas, or to speak more accurately, ideas of abstract *subjects*. We suppose all teachers have, with the writer, felt much difficulty in doing this. Now there is but one way in which such difficulty can be overcome; we must teach the idea, and abstract from the real and visible; we must teach the unknown from that which is known, and known clearly to the scholar. And nothing will aid us in doing this, so much as apt and clear illustration. Illustrations too, have an *enlivening* power. We believe that the life of a class, depends, in a great measure, upon the amount possessed by its teacher, for to a certain extent, action and reaction are equal in the *mental* world. But carry as much sunshine in his face and *fire* in his *soul* as he may, where is the instructor that does not, at times, have a flagging class? *Such* a school-master must assuredly be "abroad" for we have never found him at *home*. Now if the true test of a teacher, and the full measure of his success, depend upon his ability to rivet the attention of his class, everything that will *give* him that ability, must be of the greatest importance. Apt illustration will do this, for if a teacher would keep his class *all* the time *awake*, he must have his pocket constantly supplied with mental percussion caps, and know when and how to crack them. Now what better intellectual torpedoes can we cast at the leaden heels of a moping class, than an apt illustration in the shape of a striking comparison, or a *new, pointed, spurring fact*? If then the secret of the orator is "Action, Action, Action," is not the power of the teacher, Illustration, Illustration Illustration?

Thus much on the importance and power of illustration. In regard to its *character*, we remark:

1. It must be *clear*. This is so evident that the attempt to *prove* it, would be a *very clear* illustration of words without wisdom. To use an illustration *dark* as the *truth* to be illustrated, would be attempting to dispel the darkness of one night by the shades of another. An opaque illustration would but *conceal* the object it was intended to disclose; whereas, every good illustration will be as a magnifying glass, *through* which the primal truth will be most clearly discerned. •

Illustrations, to be effective, should be *striking*. The *great* of the teacher is to *wake* up his pupils. We hear teachers *teaching* their scholars, This is as bad a mistake in as in grammar. The most intelligent cannot

create mind, he can only *rouse* and *direct* it. He is the most successful teacher who makes his pupils think most on the subject under consideration—*think for themselves, use their own powers*. Now any illustration to aid in this work, must have both point and handle or the scholar will neither feel nor hold it. Better make a girl revolve around a stove-pipe than get no clear conception of the relative positions of Earth and Sun. Better make John strike James in grammar-class than have either of them go to their seats without knowing the difference between actor and receiver.

3. They may be humorous. "It is a good thing to laugh at any rate, and if a straw will tickle a man it is an instrument of happiness." Now we believe that the teacher should carry his hands full of such instruments of happiness, and use them as occasions require. Even Solomon, (the veritable rod-man,) says "there is a time to laugh." When is that time? Certainly not at *recitation* replies a solemn voice, issuing from the midst of a long, elongated countenance. But we heed not the doleful admonition. Yea, we are profane enough to counsel you to neglect the same. Let your scholars laugh, make them laugh, laugh with them.

Think of a boy with fun enough pent up in him to split a rock, compelled to sit for, to him indeed, six *mortal* hours, without even the involuntary muscles of his face allowed to twitch, twitch they never so slightly.

Humorous illustrations may often be used with more effect than serious ones. Discretion must of course be shown in their selection and use. A long, funny story, that would take the minds of the scholars *from* the lesson when it should *fasten* the lesson upon their minds, manifestly would be out of place. But who would object to a teacher's asking a boy, who in his hasty reading said, "The Turkey woke," (Turk awoke) why didn't you take a gun and pop him over? Why not illustrate the importance of proper pauses, by the following passage:—"And he said unto his sons, 'saddle me, the ass.' So they saddled *him*—the ass."

As to proper pauses, we have heard hymns read as poorly as this:—

"The Lord will come,—and he will not,
Keep silence,—but speak out!"

This important power of illustration, must be acquired like all other mental powers, by reading, observation and reflection; and he is not worthy the name of teacher, who does not think enough of

his pupils out of school hours, to be filling at least one pigeon hole in memory for the pleasure and profit of his scholars.

But the teacher's work is a serious one, though it has its humorous side, and we close this article, as we began with reference to the Great Teacher. Let us endeavor to teach not only *as* he taught but *what* he taught, and may our whole lives be what His was, a great, clear, constant illustration of heavenly Truth.

VOLCANIC PERIODS IN THE SOCIAL WORLD.

Nor God alone in the still calm we find,
He mounts the *storm* and rides upon the wind.—*Pope*.

That the great tidal wave of civilization is continually flowing onward, none will doubt. But, like that of the ocean, its progress is impeded by counter-currents and turned from a direct course by projecting coasts. As in the body there is constant growth and decay, so in the body politic, but both have periods of most rapid diminution or increase. All matter is undergoing continual change; but as in the natural, so in the social world, there are periods of slow formation, and periods of perfect development.

Our limits will allow us to name but few, but the cases are numerous, in the history of the race, when, in science, government and morals, a nation has been born in a day. Yes a *world* was born to civilized man on the 11th of October, 1492. Though it has taken ages for the full comprehension of some great truths, yet their final development has been sudden and glorious. Generations of noble mind-workers have followed each other on the same mighty structure, until at the clear blast of victory, from some master mind, the rude scaffolding has fallen, and the noble edifice complete, has stood before an admiring world in all its loveliness and grandeur. Age after age astronomers had gazed with anxious wonder at the glorious orbs above them. At length the falling of an apple revealed to a giant intellect a principle comprehensive enough to explain all the movements of the mighty machinery of heaven. With that apple fell many ingenious fabrics of conjecture, speculation and

theory, and in *gravitation* was seen the mighty hand of God, wheeling each ponderous planet round its central sun. For centuries the search for great principles and foundation facts, has seemed a barren pursuit. At other times, upon the path of the philosopher, a whole constellation of glorious truths have beamed kindly down. What radiance illumed the fourteenth and fifteenth centuries from the great discoveries of the magnet, of printing, and the new world!

As it has sometimes taken centuries for the boiling igneous fluid in the bowels of an intermittent volcano, to generate gaseous force sufficient to send the light and lava again from its lofty summit, so have seemed, for ages only gathering, the forces of the Social World. A few "dark ages" of slumber have enwrapped the whole of earth. But God never slumbers nor sleeps, and though at times he has given mortality a little rest, when they forget him or contemn, nation against nation he hurls. With what distinctness do we see his hand in all the events recorded in his word. In them has he indeed arisen "to shake terrible the earth." A world becomes so full of sin that only a deluge will cleanse it; he opens his hand and the deluge comes. And when the one saved family became a nation and again a wicked nation, he turns the very Babel on which they would mount to heaven into a volcano, and scatters them on the earth. And though the Bible is written, the full history of the race is not, and God yet has to do with the affairs of men. He is yet springing mines,—the wisest of men cannot discern,—beneath nations full of pride, infidelity and crime, and all along the highway trodden by such nations, in the future as well as in the past, history will point us to marks of volcanic action. And in many events he comes "like a thief in the night;" "To man he giveth not account of his matters." If it please him, he will write "Tehel" on the noblest palace wall and make the proudest king eat grass. Men can stop the crater's mouth sooner than the progress of Jehovah's plans. All human movements God is in; he is their Cause. If they oppose, "He shall break in pieces mighty men without number, and set others in their stead." He has done this.

The development of religious truth has caused some of the most terrible convulsions recorded in history. Passing by the whole series of eruptions that marked the progress of the Israelites, proof enough of the above assertion can be found since the Christian Era. For, though its great Author compared the gospel to leaven—from its changing the individual heart, then spreading through the family

and nation—yet it is also called “the power of God to the pulling down of the strong holds of sin and satan,” and its first advocates were accused of “turning the world upside down.” We were about to say that none of their successors were guilty of this charge, but this would be unjust. For persecution, from the apostles’ time to the present hour, has driven men to dismal dens sooner than from God. Pious men have always been and always will be a power in the State; a support to all good, a terror to all evil; and Queen Mary is not the only ruler that has feared the prayers of the true children of God, more than all the armies of their enemy. The eruptive force of persecution drove the Puritans to this land to lay its broad, deep, and only lasting principles of prosperity—free education and free worship. And little did they think, when, becoming persecutors themselves, they drove Roger Williams to Rhode Island, that they were giving birth to the greatest, purest, truest principles of government: *entire separation of Church and State, and full liberty in both*. Has not the smallest of the States the greatest history.

Discussion has been had as to whether great events make great men, or great men great events. Sure it is that God makes both, and with what a multitude of each he has seen fit to crowd some particular acts in the great drama of history. He has caused the mighty current of human events, at times, to serenely flow, anon to madly whirl, and oftentimes leap from such awful heights as make the whole earth tremble. Men may not see the rising vapors from which the cataract comes, and yet its force they feel. So have the silent but mighty forces, prepared for the sudden development of mighty events in the social world. Mighty and long continued were the throes through which this planet passed to become a fit dwelling-place for man; and shall its noble tenant, man, universal man, be again pronounced “good,” without great, painful changes in his social state? It cannot be, for Christ, the God-Man, “was made perfect through suffering.”

And why should the creature of a day expect to anticipate the workings of that Being in whose sight a thousand years are as one day? He cannot. For generations the King of Kings was weakening the south of Europe for the shock, and yet like a mighty avalanche of the Alps, or Mt. Etna’s burning tide, the Goths and Vandals overran the lovely plains of Italy. And as suddenly came the

great eruption of the 15th century. No more unexpected and destructive was the lightning that struck dead the friend of Luther at his side, than the blow he afterward gave the leprous Papacy. An obscure monk in a little town of Germany, resolved that the Bible should no longer be chained, that the priest should no longer stand between the individual soul and its maker, and all Europe is convulsed. The great pulse of the world yet feels the fever of the hour, and to-day the Papacy, drunk with the blood of the saints, is staggering to its grave.

And fiery France, behold; one day a monarchy, the next a Republic, the third an Empire. Physical Geography speaks of water volcanoes—the history of France exhibits one of *blood*. America, too, behold! One day a colony oppressed, the next the noblest nation the sun has shone upon. From that hour, how calm and glorious has been her course; but now she feels the awful throbbings of internal fires. A mark in history she is making now. What is to be her destiny?—the joy of mortals or the laugh of fiends? When she joined the majestic march of nations, a cloud no larger than a man's hand was before her, and now it darkens her whole horizon. While the fires of liberty are bursting from numerous summits in the East, when even China's walls are crumbling, shall America, the light house of the world go down, and all the aspiring nations of the Orient be wrecked? It cannot be—Columbia will be saved. There is still a just God who presides over the destiny of nations. The bow of promise is already spanning the cloud. That cloud will burst upon us, but to warn, not to destroy. These are the reasons of our hope. The foundations of this government were laid in the prayers of the best, and cemented with the blood of the bravest men of earth. This nation has been God's peculiar care, and what He has defended from outward foes, He will preserve from inward strife.

In the history, too, of *every* nation, in all events, indeed the most terrific as the most serene, God is seen to be working out the same great, grand, beneficent design, his glory in the good of man.

"If plagues and earthquakes break not heaven's design,
Why then a Borgea, or a Cataline?

* * * * *

Better for us, perhaps it might appear,
Were there all harmony, all virtue here;
That never air or ocean felt the wind,
That never passion discomposed the mind.

But all subsists by elemental strife;
And passions are the elements of life."

In view of history and prophecy, the wisest philosopher, and truest philanthropist, as well as the humblest christian, believe and rejoice in that belief, that God will turn and overturn until in every heart, and home, and nation, the Prince of Peace shall reign.

HOME.

BY L. H. SIGOURNEY.

Some critical people who have watched our sex at informal visits, sewing societies, &c., assert, that after current gossip is dispatched, the most fervent talking is about *home*, *children*, and *servants*.

Let's try the first of the three,—*home*. What other Saxon word of few letters suggests stronger or more varied imagery? To the thirsting traveler in the tropics, it brings back the trickling of the cold water, and the creak of the well-sweep at his father's shaded door. The sea boy shuts it firmly in his heart, as he rocks on the giddy mast. The western emigrant hastens to nail the last board on his shanty, that he may speak it again to his wife and little ones. It contents the Greenlander, as he creeps into his subterranean cell, and the Switzer climbing to his bird's nest lodge among the cliffs.

Why does yonder school-girl fly with such a fairy foot? She is packing her trunk for *home*. What kindles such exultation on the student's brow, as he mounts the rapid car? *Home* and vacation. Slide by side, in the soul of the sick voyager, returning to his native land to die, are two words, *home* and *heaven*.

And now is it any weakness or want of taste, that this home, this place of repose and refreshment, this nursery and garner of the affections, and virtues, should be the central point in woman's heart? It would be a derogation if it were not so. It is committed to us as our own sphere; let us give thanks for it. Where else could we find or impart so much happiness? Do we sometimes covet a more lofty or exposed position? If admitted to the disturbed political arena, should we not lose more than we gain? and forfeit things of peculiar value to ourselves, for the uncertain acquisition of those

that are not. What would we do at the head of our armies? The shade of BOADICEA answers. What steerage should we make in the navigation and command of a ship? The ghosts of those at the bottom of the sea would reply. In our own quiet and assured realm, in the study of its polity, in the promotion of its welfare, is our own safety, satisfaction, and glory. Need we seek higher honor, or purer happiness, than appertain to what the poet of lost Paradise has defined as

"The sacred and homefelt delight,
The sober certainty of waking bliss?"

Sad, indeed, is the condition of the homeless. A cadence more mournful than I can describe dwells in my memory; the tones of a woman whose prime of days was past, and whose reason faltered. Continually was she repeating, in thrilling recitative, as she rocked her body to and fro—

"No home! no home!

Broken snatches of what in better years she had read from her Bible, lingered with her, and she sometimes murmured, "Foxes have holes, and birds of the air have nests"—

The rest she had forgotten. But back came the burden of the heart dirge with added force—

"No home! no home!"

To obviate so fearful a calamity, Christian Charity labors without weariness in her Master's strength. She erects domes and endows and consecrates them, and gathers the old and helpless, and the outcast wandering orphan, that they may find under the shadow of her wing the semblance of a home.

We, who possess a treasure in fee-simple, how can we best express our gratitude? Should not our first thought be, how to render it happy? This cannot be successfully done without studying its polity. No code of laws can be well administered, if not understood and appreciated.

The minor modes of consulting its welfare sometimes fail of receiving due attention. I knew a lady who made a pleasant home with small means and a restricted space. She cherished the perception of beauty. If there was a crevice in which to plant a vine, she placed it there. It clasped its prop and gave her a cluster. Where there was no room for a flower-bed, she set a root of pansies, and they looked up and blessed her. She managed to plant two trees. They were content with their narrow quarters, and reached her some fruit

for the rent, and a nest of living song-birds took tenantry among their branches. She discovered that the rural element harmonized with home happiness. * * * *

Home reveals hightened charms after an occasional absence. How unspeakably do they brighten at our return. One of the chief benefits of journeying, to our sex, may be to deepen the sense of its attractions and the love of its duties. We may have been cheered by visits to relatives and friends,—gay at the watering-place, or delighted by the scenery of wider exploration. But the *welcome home* is worth them all. The sight of our own roof-tree, however humble, the greeting of the faithful servant, the seat upon the sofa at twilight, one hand in that of our best beloved,—the child climbing to our knee, bring a home-thrill that surpasses all outer joy. Even amid foreign lands, and the strong associations of classic climes, the waving of the trees in our own far-off lawn, the flitting garments of the little ones playing beneath them, have been suddenly shaken before us by Memory, eclipsing the gorgeous palace, or castle, or temple where we wandered.

We have felt that the pleasures of home outweighed the excitements of curiosity, the flatteries of fame, and the enticements of worldly honors. For the life of woman is in the heart.

The smile, the sweet voice, the kind word, the self-forgetful services of love, these are home-flowers that we would ever wear in our bosom. Obeying the injunction of the eloquent apostle, to "learn to show piety at home," may our earthly dwelling-place foreshadow that object of our highest aspirations,—“a house not made with hands eternal in the heavens.”

GREAT SALT LAKE.

From an interesting description of the Great Salt Lake, which we find in the *Philadelphia Ledger*, we make the following extracts:

Away out in the Western wilds, some three hundred miles beyond the Rocky Mountains, and amidst other and loftier mountains still, there exists one of the most remarkable natural curiosities in the world—the Great Salt Lake.

All the streams and rivers which run into Salt Lake have their

sources in the Great Basin, and what is remarkable, none of them find their way out of it. There are no outlets to the great lake; it receives the waters of several large rivers, swollen annually by their mountain tributaries, but in no very extensive degree are the waters of the lake increased during the seasons of the most copious flowing of these rivers. What becomes of the water is a question solvable only by the universal laws of nature, which keep the waters within these circumscribed limits in equilibrium, as the same is done on an immeasurably grander scale with the waters of the great oceans of the world. Great Salt Lake, according to the United States government survey, which was completed in 1850, is two hundred and ninety-one miles in circumference on the shore line. The storm line, as it is called, would make it much more extensive. This storm line is the extent to which the waters of the lake are driven by the frequent and violent winds which sweep over its surface, chasing the waters in rolling waves far out upon the salt marches and sandy plains. The lake is oblong, being about twice as long north and south as it is wide. There are several islands in the lake, which obstruct the view of its whole surface. Of these, Antelope Island is the largest. It is sixteen miles long, and five miles across its widest part, and it rises three thousand feet above the level of the lake. These islands are all similar in appearance, being long barren rocky mountains, ranging north and south; the same being the general course of all the mountains in that region. On some of the mountain islands are found innumerable quantities of wild water fowl, such as gulls, ducks, white brandt, blue herons, cormorants, pelicans; and eggs are sometimes found so thick upon the ground in favorite spots, that it is impossible to walk without tramping upon them; these fowls find their food in the rivers and streams which flow into the lake. No living thing of any kind exists in the waters of the lake. A deep dark colored substance is washed to the shore, which on the shore somewhat resembles very small dried leaves, and in the water looks like mud; this has been proved to be the larvæ of insects, and when disturbed it emits a most nauseating smell. Where they come from, is a question which has never been solved; perhaps they were winged insects and fell into the lake. The water of the lake is saltier than any other upon the face of the earth. Persons engaged in boiling salt on the shores of the lake, say that three buckets of water dipped out of the lake and boiled in an open wooden trough, with a sheet iron bottom, will yield one bucket of salt; or in other words, that it is one third salt.

The analysis of the water made under the United States Survey in 1850, says that the water contains more than 20 per cent of pure chloride of sodium, and about two per cent of other salts, making one of the purest, most concentrated brines known to the world. The specific gravity of the water is very great; this in the same analysis is given at 1.170, water being 1000. The water is so heavy or buoyant, that a person bathing in it can sit upright, with head, shoulders and arms out of the water, like sitting on a rocking chair; and a person can lie on the surface with head, hands and feet out of the water. In the lake the color of the water is a very deep dark blue, much more so than the ocean, but when taken in the hand it is transparent. The water in the lake is generally very shallow for long distances from the shore, and though it is deeper farther out, yet it cannot be said to be a deep lake. Its rapid changes, receding from one place and rolling out upon another, caused by the frequent and violent storms, which come sometimes suddenly without any premonition, sweeping over it with the resistless fury of tornadoes, render it very unsafe for navigation in boats: indeed, it is not considered navigable. This great salt lake is only used at present for boiling a little salt upon its dreary, desolate shores.



[For the Indiana School Journal.]

EUROPEAN CORRESPONDENCE.

STUTTGART, Feb. 15th, 1861.

A youngster, some eight years old, flying down the main street of Stuttgart the other day, his heels spattering at every step the knapsack of books strapped to his shoulders, received a thrust from the gun of one of the sentinels before the great doors of the Crown Prince's Palace. The young gentleman paused in his career and eyed the stolid soldier in amazement. "Never mind," said a country-woman, of course an American, laughing at the boy's bewildered countenance, "he thought you were something dangerous, but he sees he was mistaken." The boy grinned, and walked, for at least a minute, then resumed his natural gait, that of an excited colt, and arriving at No. 18, dashed up four flights of stairs and presented himself breathless at his mother's door, to be a-

luted with, "Oh, my dear child! why can't you walk like a German boy? I am in daily terror of being dismissed from this house only on account of your noise."

"Well, if I was n't taken down to-day!" exclaimed a somewhat older boy not long since. "I heard a parcel of little fellows behind me calling in English, 'Gentleman, thy book! gentleman, thy book!' Of course I thought they were making fun of me, and I began to get pretty mad. They kept on calling and I kept on getting madder, but I did n't turn round nor notice them any way. At last one caught up with me, and handed me a book I had dropped. He took off his cap and made such a nice bow! I tell you I felt ashamed of myself."

Pretty good specimens, these two boys are, of young America, not of the swearing, swaggering, pretentious class which has assumed the name, but of the genuine, high spirited, headlong, obstreperous young America. They see no impropriety in a race down the royal street of a large old European city; they would like a game of snowball with the king if he were not such an old man; they feel on an equality with lord or peasant, it's all the same to them if the man is brave and can tell a good story, and they have lots of fun wherever they go.

At a convenient, which means a considerable distance, the American boy is an interesting member of the human family; he is not in the least *infamous* as we heard a German gardener grumble the other day, but it must be confessed he is very different from a German boy.

"Who knows where my copies are? Where's my Geography? I'm off!" And away goes little America to school.

"Adieu, dear mamma! Adieu, little sister!" says little Germany, accompanying the adieu with a kiss.

"Oh, we've had the most fun," cries America, as he bursts into the door on his return, and he yells into his mother's unwilling ears the adventures of the day.

"Good evening, mamma," is the gentle salute of Germany. If the mamma is ill, as we have seen, he goes to the bed and takes the pale hand in his, while he tells, with no lack of animation, all that has befallen him through the day.

All the time little America is at home, the house is in an uproar. The baby screams, the slate pencils are lost, the ink gets upset, the mother may cry Peace, the father may threaten War, all goes wrong until he is again off to school, or safe in bed. Little Germany works at a puzzle, or makes a block-house in a corner, and if he and the baby get into a fight, it is not the boy who breaks upon the occupations of older people to have the question settled, but the untaught and irresponsible little one.

A German boy on the street takes off his cap and makes you a courtly

bow. An American grins, and maybe nods. In a small school—in a large one it would be impossible—the German boy shakes hands with his teacher when he comes and when he goes ; and in every school, large or small, if the teacher sneezes, the five boys, or the fifty, exclaim together, "May it be for your health !" Foolish enough this little ceremony is, but as a general thing some attention to ceremonious observances has a softening, quieting, gravitating effect upon the character, and it is neglect of this more than anything else that makes our American children so uproarious.

German boys do not often go to church, as their attendance is supposed not to be worth the room they occupy, and as going to church here, where fires are luxuries only to be found in dwelling-houses, is a sort of martyrdom the young body cannot well endure. A sin and a shame this is, and the source of heavy evils which lie at the door of parents and church-members, but I do not think it is acknowledged, or even observed. However, if they did go to church, it would be an impossibility for them to conduct improperly, the propriety and solemnity of the whole immense congregation is so impressive. Each individual, whatever may be his age, eight or eighty, stands a few moments, with bowed head in reverent silence, before he takes his seat. The whole mass rises as the preacher enters, remains standing during his silent prayer, during the blessing he invokes upon them, and the long prayer which follows. During the sermon scarce an eye wanders, scarce a movement is made. It is not fair to draw a contrast between what is supposed on one side and what is known on the other, but it is fair enough to allude to the deportment of *some* American boys in church. They look in the preacher's face, and yawn exactly in the nonchalant manner of a dog which gapes in the fire ; they stretch with the same independence, and go to sleep without the slightest compunction. Now to say nothing of sleeping in a church, the fact of indulging in so gross an impropriety in the presence of ladies and gentlemen, is detrimental to that respect for others which is a prominent part of every manly nature. Sometimes, if they do not happen to feel sleepy they read with the same utter disregard of God or man. Sometimes again, they have the jolliest of times in their pew, and only a remarkable degree of self-control enables the preacher, if he is cognizant of their proceedings, to get through his sermon without startling changes of countenance.

This single fact of improper deportment in church influences the whole character, and stamps it through life with a want of control, of composure, of respect, and reverence. Let the boy who wants to be, or be thought anything, sit up straight in church, and listen to the preacher.

It is not merely in boyhood that there is an unfavorable distinction in

manners abroad and at home. There is a roughness, an inconsiderateness, a hurry often to be found in all grades and all parts of American society which are rarely met with abroad, while there is a suavity and gentleness and courtliness abroad which excuses any little excess of ceremony there may be, and an ease and self-possession which gives all members of society a feeling of entire liberty to be and enjoy themselves.

Some peculiarities in the German language add much to the kindliness which is the general expression of society. Round and plain we speak the name of our friend, the German almost always says, "My dear so and so," or simply, "my dear!" A troop of school-boys on a walk hail a peasant with, "Dear man, tell us how far it is to the next village!" There are a thousand little expressions like, "I thank you," "Pray don't," "Thank you many times," "I beg you earnestly, or many times, or heartily not to thank me!" of course not strung out in so many words, but it is impossible to translate literally. "May you enjoy your dinner," "May the meal be blessed to you!" &c. &c., followed by a ceremonious bowing and shaking of hands. Some of these expressions are ridiculous in English, but the gentle, considerate, watchful manner which accompanies them, would lose nothing by translation, if it needed translating.

With all the good however, there is one fault which strikes the foreigner unpleasantly, although much more, very much more in North than in South Germany. It is the position of women, noticeable in all classes. In good and refined families of course she feels no want of love and tenderness and care, but she is *never* well educated. For this reason, let me say in a parenthesis, it is folly to send girls to Germany to be educated. And with all the love that these warm hearted people give—and they are the warmest hearted people that breathe, except ourselves—they do not give, and do not know what it is to give the dignified and strong position that the true woman—because she is true and modest, and self-respectful—wants, though she would a thousand times rather go without it than claim it. Only the American gives fully, freely, and lovingly to woman, her share of life.

In Berlin we used to be half amused, half indignant to find even our share of the pavement refused. How often to avoid collision with some burly gentleman have we been obliged to hurry off the narrow strip of smooth stone which formed the only comfortable place for the feet.

The other day, again we experienced the same feeling of indignant amusement. We were returning from Heidelberg to Stuttgart, and in changing cars at Bruchsal, were unable to find the car in which smoking is not allowed. In consequence we followed the most respectable looking people we saw, and seating ourselves in a corner, congratulated our-

selves on the possession of a window. But as the smoke accumulated, and we, warned by certain qualmish sensations, attempted to open our window, we found to our consternation that it was immovable. At the first stopping-place, a gentleman entering politely asked if he might occupy part of our seat. We were rather glad to have a companion. "May I smoke?" he asked, preparing to light a cigar. "We have no objection, but"—forced to be candid—"it makes us very sick!" "So!" rejoined he coolly, puffing away, "then you've got in the wrong car!" We knew that very well, and that we had no right to object; but we could not help thinking, an American gentleman would n't do so, unless indeed an Aboriginal, the one, for instance, who, when on a visit to Gen. Jackson in the White House, said as he lighted his pipe, "General, you no like smoke?" "No!" answered the General. "Then you go way!" returned the red man with a dignified wave of the hand.

All this about manners is neither interesting nor original, inasmuch as everybody who comes to Europe makes just such observations; but there is no harm in looking away from our virtues now and then and consulting over our faults, though they be only faults of manner. And it is not good to neglect any, the smallest thing that may add to general or individual happiness. Life is long enough—too long sometimes—it is too long when the tale is told and only the useless moral is left to fill out the time. But it is always too short; at the longest it is too short to be vexed and worn by the crosses, jolts and jars of a thoughtless society.

M.

CURIOUS GEOLOGICAL FACT.—In a field, the property of Mr. Renton situated a short distance from the point where the Leeds and Liverpool Canal is crossed by the Midland and Company's Railway, at the Idle, near Bradford, is a considerable hill, or piece of rising ground, which has been noticed to be gradually attaining greater elevation during a period extending over the last thirty years. Where even young men who remember the field being quite level, whereas now there is a high mound near the middle of it. The cause of this singular elevation has given rise to much speculation. Some persons suppose that it is owing to the upward pressure of water in the bowels of the earth.

The misery of man appears like childish petulance, when we explore the steady and prodigal provision that has been made for his support and delight on this green ball which floats him through the heavens.—*Emerson.*

WAYSIDE REWARDS.

It does seem as if the more disinterested any work is, the less of earth it has in it, and the farther its influence reaches, the less present reward it receives. This is especially true of labor bestowed in the intellectual and moral elevation of mankind. If a tailor make my neighbor's boy a coat, the cost of said garment is willingly paid, for a tangible equivalent is before his eyes. But if the teacher do a far nobler and more lasting work for the same boy, in the improvement of his mind and heart, his bill will be paid as a kind of half gratuity. Some noble exceptions there are, but our observation compels us to say that most parents think more of the dressing of their children's bodies than of the disciplining of their minds.

But as little encouragement as the teacher may receive, even from those of whom he has a right to expect the most, still the earnest teacher will have rewards, and present rewards. And to pass over that constant approbation of conscience, which is the reward of all engaged in well-doing, the teacher has special rewards, enough, yes, more than enough, to balance his peculiar trials. Among these we might mention the pleasure arising from the study of human nature, in its frank, multitudinous phases, in which it is presented by the scions of humanity, with whom he is in daily contact. And this pleasure is heightened, since the true teacher studies the diverse characters around him with a view to their immediate improvement.

And that improvement itself, how gratifying to the anxious teacher! We have now a class in Geometry and Algebra, who three years ago had to rouse and rack all their mentality to "do" long division. Now, unfaithful as we may have been, none but the teacher knows the richness of that reward, as we have seen the eyes in that class sparkle again and again, as the mind opened to receive new truth. And a change we have been permitted to see, during that period, in the whole characters of many;—the rough become measurably refined, the passionate self-possessed, and the indolent rightfully ambitious. Still more pleasing have been these last developments.

Present rewards there are, too, coming directly, from loving pupil or appreciating parent. The faithful teacher will be surrounded by at least a few young, pure, loving hearts—enough to keep from his own the chill of the outside world. Many an "aching void" we've had filled by an apple (reserved from a scanty store,) rolling into it from the hand of some little friend. And when some confiding parent has told us, that words or money could not repay what we had done for his children, we have felt like replying with mellow heart, if not tearful eye, "We have our present reward."

We sat down to pen one paragraph on this subject, and surely, now, must stop. Fellow-teachers, pleasant and encouraging as it may be we are not to wait for, or mourn the absence of Present Rewards. The mighty pressure of duty is upon us, and that well discharged, eternity's exceeding great reward is ours.

TEACHERS' INSTITUTES.*

A

BY G. W. HOSS.

A Teachers' Institute is an organization having for its object the *professional* improvement of Teachers. This *improvement* is two-fold: first, improvement in knowledge of the branches taught; second, and more important, improvement in *modes of Teaching*. In this last lies the essential excellence of an Institute. Other excellencies may attach, but rather extrinsically, or accidentally, than inherently.

The usual means for this improvement are, 1st, the assembling of a part or all of the teachers of a county; 2nd, commodious rooms with black-boards, maps, globes and other ordinary conveniences; 3d, a proper classification, and skillful instruction of said teachers; all supervised and controlled by an efficient Superintendent. Such we deem the essential means and ends of a Teachers' Institute. Hence it is apparent, that an Institute is but little different from a Normal School,—being in means similar, in end or object identical. Hence, for the sake of brevity, we may call an Institute a transient Normal School, or perhaps more accurately, an *intermittent Normal School*.

Having thus briefly stated the means and objects of an Institute, we submit a few suggestions relative to its organization and management.

1. *Of the agents of organization.*

In counties where associations exist, we know of no agents more suitable or more efficient than these to both organize, and, for a period at least, supervise the Institutes of said counties. This supervision may continue until the Association merges into the Institute, or till the Institute becomes a permanent organization. But where no Association exists, a few earnest teachers must move in the matter, addressing letters or circulars to their more apathetic neighbors, telling them that an Institute is to be held, and that they and all other teachers are invited to come, that they may work and "*reason together*." Should it, however, turn out, that

* Read before State Teachers' Association, and published on request of same.

in some counties there are not so many as even a few earnest teachers—none but one—let him go to work, remembering that “one righteous shall chase a thousand, and two shall put ten thousand to flight.”

2. *Of place of holding sessions.*

We think, as a rule, the first two or three sessions of an Institute should be held in small towns, at least towns other than the county-seat. Reasons for this,—the Institute being young and without prestige can hardly hope to work itself into notice at the county-seat, where courts, conventions, and other assemblages are common; but these not obtaining in other towns, the opportunities for public notice, consequently for encouragement, are more favorable.

3. *Co-operation of Citizens.*

We think it appropriate, that the committee of managers, previous to the time of meeting, should call upon the town or towns regarded as favorable locations, to ascertain what co-operation or favors they will extend in the way of school-rooms, halls or churches, and reduced prices of boarding. This matter is eminently worthy of the attention of the committee, 1st, because teachers need these favors; 2nd, because the professional improvement of teachers reverts with a heavy per cent. to the community in which they labor; and 3d, such a course *thermometrises* the educational temperature of said towns. For if they refuse co-operation, the inference is pretty conclusive, that they live in a cold climate (educationally considered). We do not say therefore, per consequence of this, that the Institute should not be held at this place; it may be that it ought, and it may be, for the present, it ought not; numbers, influence, means of teachers, &c., must determine this. We do say, however, that an Institute, as any other organization, going into a place to stop two or three weeks, should know beforehand, something of the reception it is to meet. Let me assure you from experience, that the reception and subsequent encouragement or indifference will have something to do with the success of an Institute. Hence we say, let this co-operation be asked and extended, thus enabling young teachers to pay the expenses of a four or five weeks' attendance upon the annual Institute;—at the same time encouraging the holding of Institutes where as yet none have been held.

4. *Length of Sessions.*

After the first, or organizing session, the shortest time of session, as a rule should be two weeks. (This applies to Indiana in her present wants, not to her future.) We need give no argument for this further than to say much of the first week is, of necessity, consumed in getting into working order. The example of our neighbors favors two weeks, or longer. Michigan holds two weeks, Ohio, frequently, four, and one county last summer, five. Further, the banner county of our own State,

Wayne, has for some years given us the example of two weeks.

5. *Order and Announcement of Exercises.*

An order of exercises, embracing Text-Books and subjects pursued, should, so far as practicable, be arranged and announced some weeks, or even months before the meeting of the Institute. This gives an opportunity for both pupils and instructors to prepare for their work. This is essential to the highest success. We would suggest further, that subjects unfinished at one session be resumed at the next, at the point where left, thus tending to thoroughness and oneness in both acquisition and drill. Further, it may be suggested or rather assumed, that the elementary, or Common School branches, receive the first attention, nor be left until mastered, mastered in the teacher-sense of mastery, namely—an ability to teach them *readily, clearly, impressively*.

We close these suggestions with a remark or two relative to the Superintendent. Wherever practicable, the Superintendent should be an *accurate, ready scholar*, (not of necessity a profound one,) a successful disciplinarian, a fair talker or speaker, and above all a *model teacher*. True, these rarely combine in the same individual, yet we believe them necessary to the highest success of an Institute.

As a third branch of our subject we notice briefly a few *reasons in behalf of Institutes*. 1st.—A reason is found in the *object or aim* of Institutes, namely, *the professional improvement of Teachers*. Now if Institutes accomplish this object in any satisfactory sense, we are prepared to pronounce them not a desideratum only, but a necessity. This necessity, if we are not mistaken, demands their existence not at the present only, but in the future, and until displaced by something better; which something better we recognize as the *Normal School*.

A second reason is found in their salutary effects upon the communities in which they are held. Every teacher of experience feels the force of this position without argument, but in order to give it the force of fact, we give the statement of others. Says the Superintendent of Connecticut, in his last report:—"The experience of twelve years has proved that one of the most efficient means of interesting a community in common schools is the holding of public meetings in connection with the annual Institutes. Hence, says he, the most of the Institutes for the present year, have been held in rural districts and small towns, not before visited by Institutes; one important object being the awakening of a local interest in common schools."

Touching the same, says the Superintendent of Maine: "The second, and even third sessions of the Institute have been requested by the community because of their wholesome effects upon the schools."

Without quoting like statements of others, we submit, that this is a weighty reason in behalf of Institutes, especially in communities prejudiced against, or indifferent to *public schools*.

A third reason is found in the example of other States. So important do some States deem Institutes, that they either recognize or demand their existence by legislative enactments, at the same time appropriating funds for their support. Michigan, through her Legislature, recognizes their existence, and appropriates \$1,800 per annum for their support. Connecticut *demand*s their existence, and appropriates annually \$120 per county for their support. Maine, New Hampshire, Massachusetts, New York, Rhode Island, Ohio and other States, both recognize their existence and appropriate funds for their support.

Such is the argument drawn from the example of other States—an argument in which there is *force*, and should be *heeded*, unless we intend to ignore enlightened precedent. Such, fellow-teachers, seems a Teachers' Institute, as briefly considered—1st, with reference to its means and ends; 2nd, with reference to its organization and management; 3d, with reference to the reasons and grounds on which it claims our support.

In view, then, of what Institutes are, and what they propose to do, our earnest desire is, that Indiana may soon see a well organized and efficient Institute in each of her ninety-two counties; and that each of these Institutes may annually muster its score of teachers, valliant for the truth, bold for the right, and strong and courageous for their work. This done, and my reputation for it, Institutes will be classed among the educational *forces* of Indiana;—yea more, when Indiana shall be redeemed and crowned mid shoutings of grace, grace unto her, a voice shall be heard, saying of Institutes, *well done! well done!*

We close this Paper by submitting two propositions for the consideration of this body—1st, That this Association appoint a State Institute Committee consisting of not less than seven members, who shall be charged, for the coming year, with the work of *organizing* and *holding* Institutes in any and all parts of the State as they may have ability. Also, that they furnish a report to the next meeting of the Association, stating the work *done*, that to be done, and their opinions or suggestions as to the means of its accomplishment.

2. That this body petition the Legislature to appropriate annually a small sum, say *forty dollars*, to each county, for the support of Institutes in said county. This appropriation to be drawn on the warrant of County Auditors, based upon certificate of School Examiner; said certificate and warrant certifying that an Institute has been held in conformity with the statute of appropriation. Said appropriation to continue at least, until the opening of a State Normal School. All respectfully submitted.

The Georgia Wesleyan Female College is the oldest institution of the kind in the United States, having been founded in 1837-8, four years prior to the Cincinnati Wesleyan Female College.

Practical Teaching.

A A. E. BENTON, EDITOR.

SCHOOL MANAGEMENT.—No. 1.

It is one of the most common observations among teachers, that if they had nothing to do but to teach ; that if some one else would govern, nothing would be more delightful than teaching school. The management of a school in its discipline and various details is felt, by a majority of teachers, to be the most onerous part of their labors.

Though we do not claim a knowledge of methods absolutely new, relatively they may be so to some: and even to the practical teacher there is a utility in frequently recurring to first principles and in considering the elements that have contributed to success.

Every observing teacher must have marked the sagacity of the young in their estimate of character. This is one of those compensations of nature, for their deficiencies in experience and the knowledge of books. Thrown altogether upon observation and intuition, they analyze and decide with a keenness that baffles all description. No mere art can elude ; no mere pretense can escape their detection. This unconscious power of "Discerning Spirits," so eminent in the young, is not to be unregarded by a judicious teacher, but he will adjust himself to this aptitude of young minds which meets him in every school-room. This instinctive inquisition made by the young with respect to the teacher, is not so much about what depth of wisdom there is in him, as about what spirit is in him.

The decision of this question in the first few days of school will often decide the matter of success or failure. The spirit of the teacher will be judged, first by his manners. Nature has labeled man all over with notices of what he is, or as some one has observed, "the sense takes its tone from the soul." A furtive eye, a paltry voice, a mean style of action, each has a distinct articulation of what a man is within. Perhaps it is not stating the matter too broadly to affirm, that every genuine unstimulated action is a prophecy of character. It is said of William, Prince of Orange, that he made a new friend every time he took off his hat. So every true teacher while avoiding all that is finical and over-precise, will aim to cultivate those manners that are engaging and impressive, and the want of which would argue a defect of fine perceptions.

(1.) And first, I would observe that success in the management of a school will in a measure depend upon *self-reliance*, as an element of impressive manner. This implies that there is a degree of self-assertion,

Practical Teaching.

which is not at all incompatible with modesty of action. In this attitude of assurance there is no small power, for by it is increased the composure that is essential to the free play of what mental power we possess. This self-reliance may be regarded as power in equilibrium, a reserved force that can be thrown upon any point at the fitting time. If this outwork of good government is broken down, there is opened a breach into which rush all tumults and disorder, and the "bad boys" soon perceive that the teacher has a weak point where he can be assailed. This firm, self-reliance is partly the gift of nature, closely allied to courage that grapples with difficulties, and in part it is an acquired habit. A conscientious conviction that we are in the path of duty will do much to inspire the feeling.

(2.) In the second place the manner of the teacher should exhibit *self-control*. From the days of Solomon even unto the present, the duty of self-control has been urged in proverbs and aphorisms. But in no position is the exercise of this virtue more demanded than in the school-room. The "man that ruleth his own spirit" will always be superior in school management to him, who, though highly endowed with intellect and education, is yet wanting of this quality of mind. It may be assumed that in school the general *tendency* is to disorder and anarchy. Hence the necessity for some force (*ab extra*) from without to reduce this disorder to order, this anarchy to system and rule.

All this must originate from the self-control of the teacher, for there is no true government of others without government of self first of all. In times of danger and imminent peril at sea, as the safety of all will depend on the self-control of the captain, so occurrences will arise in school administration in which absence of self-control will shipwreck the most precious interests. As every one expects that the engineer will understand and provide whatever is necessary for the safety of the passengers, so in the management of school it is reasonably expected that the teacher will be familiar with the means most effectual to impart order, dignity, and utility to his exercises.

The self-control which we urge as important may be comprised in the command of *temper*, *word*, and *action*. It has been well remarked by some one that *worry* is worse than *work*. All teachers have experienced in school what may properly enough be called "dark days," because our tempers made everything about us opaque. Nothing went right. The boys were systematically bad. Everything seemed in conspiracy against us. Authority, respect, and obedience were reaching the vanishing point. Government was disintegrating.

There may be at times something in our psychological or morbid bodily condition to conjure up such spectres that annoy us. But if such a condition of things really occurs the phenomena is not inexplicable—

fretting has done the work. The young as well as the old are interested in the play of passion, even if it is seen between dogs. It has the same interest as would have the eruption of a volcano, to which it bears a slight resemblance.

This turbulence and fretfulness of a teacher will find a sympathetic response from the pupils, and the action and reaction will be equal, and, according to mental philosophy, in the same direction, of discontent and disorder. No look of the eye, or tone of the voice should evince any perturbation or discomposure. In this way "virtue will go out of a man," hushing to peace all the elements of discord.

Again, many teachers neutralize otherwise valuable labors, by their want of self-control in words. A coarse, vulgar rebuke is ineffectual and injurious. To threaten impossible or unreasonable punishments will effectually diminish influence and authority. Should you threaten to knock a pupil "into the middle of next week," very likely he will be curious about making the transit and willing too, as that would take him beyond Fractions. Such extravagances of language ought to be most diligently avoided by all who aim to be accomplished instructors. A calm, steady, mildly reproving look will in nine cases out of ten do more to repress irregularities than stormy and violent threatening of punishment.

There is too a governing power in silence, induced by some sudden movement on the part of the teacher, that will often quell the greatest turbulence. But the keen and vigilant look, surveying at all times the room, is the prime agent of control. In this way a teacher will govern as though he governed not, (which is the true aim of school government,) and his rule will sit lightly on, and be pleasing to all.

It is scarcely necessary to add that the teacher who is self-controlled in temper and words, will exhibit the same virtue in his actions. Actions that are hasty, premature, or necessarily offensive will be avoided. While acting with due deference to the reasonable wishes of others, impartiality, decision and firmness will be the outgrowth of his intelligent self-control. Like one of the famous rocking stones, he will be sensitive to every touch, and like it he will not be moved by any force however great, from the pivot of self-command upon which he is poised.

The French Government has appointed a committee of literary men to read the romances published in Parisian journals and report on their morality. Some papers have already received official warning; a number advertised as forthcoming will not be allowed to appear; and many manuscripts have been returned to their authors.

Mathematical Department.

DANIEL KIRKWOOD, EDITOR.

PROBLEM No. 212.—BY JAMES F. ROBERSON.

A gentleman lays down a dollar and a half dime, a dollar and two half dimes, &c., continuing to increase the amount by a half dime, until the sum of the half dimes is equivalent to the sum of the dollars: required the number of dollars laid down.

PROBLEM No. 213.—BY JAMES F. ROBERSON.

When the arithmetical mean of two numbers is to their geometrical mean as five to three, prove that one number is nine times the other.

PROBLEM No. 214.—BY JAMES F. ROBERSON.

If in any plane triangle, R represent the radius of the inscribed circle, p , q , and r , radii of the three inscribed circles, and A the area of the triangle; show that $A^2 = R p q r$.

PROBLEM No. 215.—BY NUMERATOR.

What will one cent amount to in one thousand years, at six per cent. compound interest?

PROBLEM No. 216.—FROM STRONG'S ALGEBRA.

Supposing the sum of a certain principal and its amount at compound interest for two years to be \$2102.50, and that the amount of the same principal, at the same compound rate, in four years, is \$1215.50625; what is the principal? and the rate per cent. per annum?

Resident Editor's Department.

MR. RESIDENT EDITOR—

I know why you invited me to take a seat in your sanctum. You've heard me say that if all the parents in in any ward or district were compelled by law to teach a few weeks, they would not complain afterward of any passable teacher. Now don't suppose, from this, that I think you want *me* to learn anything of the tasks and trials of an editor, for my *own* benefit. Of course not. You want Ichabod to be thus initiated, that he may kindly whisper to all your readers

that the "easy chair" of an editor is harder than the hardest chair outside of that office.

So much for your editorial "walk in." But why is Ich. invited to bring out the April number? Ah, I have it! You have not forgotten that *some* folks can do more that month than any other. But my dear man, you need not have been particular about that, for Ich. can give you *foolish* things every month in the year.

At all events, Sir Resident, here we are with you and of you, and while you are attending to "the weightier matters of the *law*," Ichabod, resolving himself into a committee of the whole on the state of the profession, will hold to the lips of the "noble partners of his toil," a cup of mint anise and cummin.

RESOLUTIONS.

I. *Resolved*, That the Teacher is a man. You may say this is a self-evident proposition, but it is more self-evident that he is not generally regarded as such. By the "mass of mankind" the teacher seems to be an anamalous, isolated, almost useless *thing*—a strange combination of patience and bones with a little brains thrown in. And their treatment, by the mass is consistent with this estimate—"bones" need little *nourishment*; "patience" is given as the main element of the teacher's success; a sprinkling of brain is thought all-sufficient for his work, and he is usually, kindly advised by judicious (?) friends, not to trust that "sprinkling" in a broader field. And yet in the very face of this general estimate and treatment, and after some years' intimate acquaintance with the race pedagogical, we dare fearlessly assert the truth of the above resolution. We believe that in no other profession can warmer hearts, clearer heads, or broader manhood be found. But instead of arguing this Resolution, our object is to fix attention on two conclusions clearly drawn therefrom.

1. If the teacher be a man, his *treatment* should be *manly*. This first deduction we kindly and heartily recommend to that august personage, the "public;" and to the Indiana public in a special manner. Parents, seek intercourse with the teacher of your children. Enter into his feelings and forward his plans. The "bread" you cast upon the troubled waters of his soul will not only calm their raging, but *before* many days, will return with tenfold blessing to your own hearths. Encourage him in every way to become a perfect man, if you would have him make his pupils such.

2. This conclusion is for the teacher himself. Is he not, in many cases, justly rated as a zero in the great humanitarian scale? If he show no ability or interest outside of his profession, worse still—and yet too often true—if he show no capacity or zeal in that profession, what reason has he to expect support, or claim respect?

To every teacher. we would, to-day, cry, "Show thyself a man!"

II. *Resolved*, That his pupil is a man embryonic. As we seem to hear this proposition acknowledged by consent, we proceed at once, to state the following corollary:—

If the scholar is an embryo, he is to grow.

a. And first, all things should be arranged favorable to his *physical* growth. A man's mind in a boy's body, is like a mighty engine in a tottering frame, at every motion it shatters. A little Algebra, Latin or Grammar is a poor equivalent for indigestion, crooked spine, or fevered brain.

b. As to *mental* culture, the mind must grow like the plant, by self-absorption and self-appropriation. Those principles, truths, thoughts, only strengthen much or beautify, which the mind has been able to make parts of itself.

And this growth or self-appropriation, must also be *gradual*. And yet, fellow teachers, what ostrichian powers of digestion, we think our children have. They ask for "bread," crumbs, yea milk, and we give them the "stone" of *system*; their forming natures ask for the embryonic truths of science, and we give, what to their tender minds is, the "scorpion" abstract reasoning. (Since Moses' time, how many rods have been turned into *stingerees*, and yet, with all due deference to W. D. H., we do not believe that one boy, with the above named serpent upon his back, would consent to their being called "passive nouns." At all events a wonderful power they possess, to make *other* nouns *active*.)

c. As to the matter, is their any better rule than the old one, to teach boys, what they will need to know and practice when they are men? Are not, too, some of the most practical branches, the most interesting and disciplinary in pursuit?

All parents and teachers in favor of adopting the above resolutions, will please say "aye"

We declare the vote unanimously affirmative. Well, then all of you *show* yourselves to be men by acting according to your vote.

THE NEW SCHOOL LAW.

Though the Legislature of our State refused to provide a larger school revenue by assessing a two mill tax, as proposed by the State Teachers' Association, it has given us a new School Law, which, in many respects, is an improvement on the old one, both in regard to finances and general efficiency. As we intend to publish certain parts of it entire we will at present give only a very brief abstract of two or three provisions.

The most important financial features are, first, the provisions for a semi-annual apportionment and distribution of the school fund, one in April and the other in October; and second, for the retention by county treasurers of the distributive share of the revenue apportioned to them from the revenue or money in their hands. Provision is also made for paying back the indebtedness of the State to the School Fund in installments. The advantages of these provisions are many, and it is hoped that the leakage and loss by friction, so notorious under the old system, will be effectually remedied.

The law provides for the appointment by the boards of county commissioners of a School Examiner for their respective counties, who shall examine classes by a series of written or printed questions; hold stated public examinations at least once in three months, and make such examinations, when practicable, by classes. The examiner is a medium of communication between the Superintendent of Public Instruction and subordinate school officers and the schools; sees to the introduction of authorized text-books, apparatus, furniture, etc., into the schools, and is allowed a per diem by the county commissioners for his services, which shall not exceed one hundred dollars per annum, except the fee for examining, which is one dollar for each male, and fifty cents for each female applicant.

The duties of the trustee are much extended, and that office is now an important agency in the efficiency of the system.

The Legislature also inaugurated an amendment to the Constitution permitting local taxation for school purposes, which we hope will yet become a law.

Newton Bateman, the enlightened and energetic Superintendent of Public Instruction in Illinois, has lately issued a biennial report of great interest. The report says that the educational interests of the State are advancing with a rapidity scarcely anticipated by the most sanguine. The whole number of Common Schools in the State is 9,162; whole number of scholars in attendance at all the schools, 472,247; average length of schools, 6.9 months; average rate of tuition per scholar for the year, \$3.19. The whole amount of money received for school purposes is \$2,193,455; and the total permanent school fund in 1860 was \$4,919,054.

We learn also from it that there were held during the year ending Oct. 1st, 1860, eighty-four Teachers' Institutes, which were attended by nineteen hundred and twenty-four teachers.

Ira Harris, Senator elect from New York in the place of W. H. Seward, has always been identified with the educational and benevolent enterprises of the day.

W. B. Smith, of Cincinnati, has been traveling in Europe several months past, for his health; we learn with great pleasure of his restoration to usual vigor, and hope for his safe return to his home and friends.

Mr. Edward Sargent, a member of the same firm with Mr. Smith, now attends to the principal business of the house, and is one of the most genial of men, with liberal and enlarged views of business, and has cordially co-operated with the latter in extending to educational Journals a patronage and support, generous, regular, and reliable.

When it is remembered that but for their magnificent support many of the Journals of Education in the West would have failed, it will not be thought extravagant to affirm that they have contributed more to the diffusion of normal literature, to the awakening of professional zeal among educators, to the introduction of improvements in schools, to the holding of teachers' associations, and to the support of School Journals, than the legislatures of some half dozen States we could name. They have, perhaps, had their reward, and we commend their example to other publishers.

DEPARTMENT OF PUBLIC INSTRUCTION.

OFFICE OF SUPERINTENDENT. INDIANAPOLIS, MARCH 23, 1861.

MR. PHELPS, DEAR SIR:—

At your suggestion, we will from month to month give a brief statement of our visitations to the various counties of our State. We fear that in the brevity which we must observe, our communications will be but dry and uninteresting statistics.

Friday and Saturday, the 8th and 9th inst., we spent in Franklin Co. This was not an appointment officially made. The teachers and citizens generally determined to awake from their slumber, and organize a Teachers' Institute. The county papers took the matter in hand, and every effort has been made to call public attention to the subject.

We were most cordially received, and found all ready for the work. The Institute was properly organized, and general lectures delivered on the subject of practical teaching. By the constitution, the Institute meets once in three months in different parts of the county. It was thought that in this way, a greater interest would be awakened among the people in different localities. On Saturday afternoon, the Hon. Judge Wilson kindly adjourned the Court, and gave us an opportunity in their spacious court-room to meet the township officers, and citizens generally from the country and town. The hall was crowded, and they listened patiently and interestedly to the explanation of the new School Law.

Brookville is a quiet, retired place, not very easy of access. One would hardly think now, that it was once the leading town in Indiana. It has

perhaps given us more distinguished men than any other town in the State. Four of our Governors were from Old Franklin.

G. A. Chase, President of White-Water College, is about leaving to take charge of the Asbury Female College at New Albany. The citizens regret much to lose his valuable services, but they are fortunate in retaining Mr. A. D. Lynch, who now assumes the position formerly occupied by Mr. Chase.

Wednesday, the 13th inst., we spent in Columbus, Bartholomew Co. The Institute was under the control of Mr. J. Hurty. With such assistants as Mr. Marsh, Miss Wells, and others, of course it was a success. The citizens of Columbus deserve much credit for the fine and tasteful house they have erected, and for their zeal in keeping up their school the entire year. We had the pleasure of lecturing in the Presbyterian Church in the evening, and although we had to run in opposition to a concert by the "bogus Baker Family, and a Donation Party," we yet came in for a fair share of the patronage.

Friday, the 15th inst., we visited Pendleton, Madison County. They have been unfortunate in this town. Some years ago they erected a fine brick school house, at an expense of \$4000. Through the carelessness of the builders, the foundation was so laid, that the house is now about to tumble down. Active steps are being taken, to promptly remedy the difficulty by putting up a new building. The community, both from country and town, gave us a generous hearing in the evening.

The 20th and 21st inst., we spent in Elkhart, Elkhart County. When we arrived the Institute was in active operation. We have never before met teachers, who were so eager to learn. Their general neatness, and their busy pencils as they noted down every thought suggested, were enough to inspire any friend of education. Profs. Putnam, Bates Willard, Pierson, and others, were active and successful in their labors as teachers.

Yours truly, MILES J. FLETCHER.

SCHOOL ARCHITECTURE.

We deem the present a suitable time to invite special attention to the subject of School Architecture. Not that we intend to go into an extended discussion of the subject, for surely all will admit that the character of our school houses should be improved; we wish simply to recommend to those who contemplate building school-houses, dwellings, churches, and other buildings, during the approaching summer, to consult Mr. G. P. Randall, architect, of Chicago, Ill., whose business is advertised in our pages. From engravings of buildings planned by him,

and from the testimony of those who have examined his work, now in our possession, we can cordially recommend him to all who believe that School Architecture should keep pace with the progress of the times.

The *Illinois Teacher* says:—"Mr. Randall has given special attention to the styles of architecture most appropriate for school houses, and is desirous of extending his business in that line. This branch of business requires some special knowledge; and we have seen two buildings planned by this gentleman which are so admirable in their own way that we heartily commend him to all school-officers who have an ambition to do well in putting up new houses."

We authorize the following offer:—A copy of Webster's Unabridged Dictionary on fine sized and calendered paper in English Calf Binding as a premium for the best essay on the importance of the Dictionary in the School Room,—its most general use not only as indispensable to correct knowledge and use of language but in its relation to all the studies of the school, as Grammar, Arithmetic, Reading, Spelling, Composition, and the advantage to each pupil of being possessed of a suitable school dictionary of his own. The essays to be submitted to the Board of Editors of your Journal, and not to exceed four pages of the *Journal*: the prize essay to be published in the *Journal*, and any others offered at the discretion of the editors, giving or withholding the author's name at the author's desire, except in the case of the prize essay, where the name is to be given.

Essays to be sent in by June 1st. It is not desired that partizan ground be taken in regard to any particular dictionary.

INDIANA ASBURY UNIVERSITY.

The following preamble and resolutions in regard to Prof. Miles J. Fletcher, were passed unanimously at a regular meeting of the Faculty of Indiana Asbury University, held March 12, 1861:

WHEREAS, The people of the State of Indiana have, by a full expression of their wishes, elected Professor M. J. Fletcher, A. M., of the chair of Belles Lettres and Literature in this institution, to the office of Superintendent of Public Instruction—

RESOLVED, That while we, the Faculty of the Indiana Asbury University, are of the opinion that the State has elevated "the right man to the right place," we deeply regret to lose from our number and from the College so generous and faithful a friend, so courteous and agreeable an associate, and so thorough and earnest a Professor.

RESOLVED, That Professor Fletcher, during his long and successful discharge of official duty in connection with the University, has done much to elevate the standard of its literary character, to maintain its strict yet mild government, and has left not only his mental and moral impress upon the characters of hundreds of young men, but the memory of his deeds of kindness and love as a memorial in all hearts.

RESOLVED, That it is our conviction that the cause of popular education has no more zealous friend than Professor Fletcher, and that our kindest benedictions and heartiest sympathies will accompany him in his new and arduous field of usefulness.

THOS. BOWMAN, Pres't.

J. TINGLEY, Sec'y.

We have received several new books for notice, but our book table is unexpectedly crowded out. It will appear in next No.

SECOND ANNUAL SESSION OF THE MARION COUNTY TEACHERS' INSTITUTE.

The Teachers of Marion and adjoining counties are hereby informed that a Teachers' Institute will be opened in OAKLAND, Marion County, Monday July 8th, 1861, and continue in session three weeks.

CLASSES.

Classes will be organized and taught in the following branches:—
Reading and Elocution; Analysis of English words; English Grammar; Elements of Rhetoric; Arithmetic, Mental and Practical; Elements of Algebra; Physiology, and Penmanship. There will also be daily exercises in Vocal Music, and occasional exercises in Calisthenics. Other classes may be formed at the discretion of the committee.

TEXT-BOOKS.

Readers—McGuffey's, and Kidd's Elocution. Analysis of Words—not yet decided upon; Grammars—Pinneo and Butler's; Rhetoric—Quackinbos' Part 2nd; Arithmetics—Ray's 2nd, 3d, and Higher; Algebras—Robinson's and Ray's Elements; Physiology—Cutter's, Part 3d.

TEACHERS.

Primary Reading, Miss E. CATTERSON. Arithmetic, Mental, G. W. STANLEY
Elocution, D. H. ROBERTS, Madison Co. Arithmetic, Practical, CYRUS SMITH.
Analysis of Words, Miss E. A. WILLIAMS. Algebra, G. W. HOSS.
Eng. Grammar, ——— Physiology, DR. JAS. W. HERVEY.
Elements of Rhetoric, G. W. HOSS. Penmanship, CYRUS SMITH.

LECTURES AND ESSAYS.

Daily Lectures on MODES OF TEACHING by the Superintendent. Evening Lectures by Superintendent and others. Essays by various members of the Institute.

PRICE OF BOARDING.

Boarding will be furnished at prices ranging from \$1.25 to \$1.75 per week.

Fellow-Teachers of Marion and other counties, the Committee extend to you a cordial and earnest invitation to attend this session of the Institute. Last session, though the organizing session, was pronounced eminently satisfactory; this session, the Committee have reasons for believing, will be equally satisfactory and equally efficient. Hence the Committee take pleasure in inviting attendance, believing that members will be amply compensated for time and money spent. An early announcement is thus made, that all may have opportunity for arranging their labors in conformity therewith. The Committee hope that the time selected for Institutes in adjoining counties, will, wherever practicable, be such as will allow an interchange of attendance and labors between the teachers of this and said counties.

J. W. Hervey, E. G. Martin, G. W. Stanley, C. Smith, G. W. Hoss.	}	G. W. HOSS, A. M., Sup't Executive Committee.
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ERRATA.—In the article on the Nebular Hypothesis, p. 2, 8th line from the top, erase "the distance of."—Page 3, 16th line from the bottom, for "becomes," read "became."—Page 35, 10th line from the top, for "is" read "are." Page 38, 3d line from the bottom, for "plausible," read "most plausible."—Page 71, 14th line from the top, erase "and."—Page 74, 17th line from top, insert "regarded as," between "be" and "derogating."—Page 75, 5th line from the close, for "material," read "material world."

Messrs. Sheldon & Co., N. Y.; J. B. Lippincott & Co., Philadelphia; Charles Scribner, N. Y., and G. & C. Merriam, Springfield, Mass., give us new advertisement to which we invite attention.

THE
Indiana School Journal:

INDIANAPOLIS, MAY, 1861.

VOL. VI. H. H. YOUNG, Editor for this Month. NO. 5.

THE MORAL RESPONSIBILITY OF THE TEACHER.

An Inaugural Address Delivered before the Indiana State Teachers' Association, at Indianapolis, Wednesday evening, Dec. 26th, 1860. By E. P. Cole, Pres't.

It is a principle plainly recognized in God's moral government, that man's responsibility always increases in the same proportion as the magnitude of the enterprise entrusted to his care. That the obligation resting upon him, to whose charge ten talents have been committed, will be at least ten times greater, than his whose care consists in making a proper use of the single talent placed in his keeping. There is too, a moral dignity connected with the stewardship of ten talents far exceeding that belonging to him, whose guardianship is limited to a single one. And to show that the principle is of universal application—that men always act upon it, even in matters of mere worldly interest; and attach a responsibility to any undertaking weighty in proportion to the magnitude of the interests involved, permit us to advert to a well remembered and thrilling incident in modern history. When the star of Napoleon was about to set in blood upon the field of Waterloo, and that mighty power, which he had so long wielded, be dissolved forever,—in that dark hour, when victory trembled in the balance, he ordered up his Imperial Guard as a final resort; and to them he committed the mighty task of rolling back the overwhelming forces of the allied armies, and of retrieving the fortunes of the day. The history of our world furnishes no more thrilling picture—no mightier undertaking with its accompanying tremendous responsibility. And

that hardy band of war-worn veterans, who unblenched had borne the shock of many a well-fought field, felt in all its stern reality that responsibility thus imposed upon them. They felt that the eye of their idolized commander was upon them—that France had committed to them her dearest interests—that she had entrusted to their care her victorious eagles—that banner which had floated gloriously above them in more than two hundred battles—that banner which had rustled in the deadly simoom of the Lybian desert, unfolded itself proudly to the breezes of heaven on the plains of Marengo, and streamed in meteor radiance from the heights of Austerlitz. That feeling of weighty responsibility was seen in the glance of their eagle eyes, appeared in that determined and vigorous step with which they followed the “Bravest of the Brave” in that fearful charge. All that mortals could have done was done by them; but they failed in that fearful encounter, and in that fall covered themselves with imperishable renown. “Their deeds of lofty daring high” have allied them in story and in song to the proudest of earth’s chivalry, and will live as long as a heart can be found to throb at the name of Napoleon, or a bosom that could have heaved to the stern music of Lodi or Waterloo.

But we have not met here to discourse of deeds of blood and their dire responsibility. Ours is a peaceful theme—one directly addressing itself to all the kindlier feelings of our nature.—a theme looking to the christian for support—appealing to the patriot for aid. In the case just stated by way of illustration, there was a dread responsibility borne by that heroic phalanx: dread, because it involved the fate of earth’s mightiest empires, as well as of her mightiest conqueror. But it was one pregnant with human carnage; and dyed, deeply dyed in human gore.

Turn we then, to a responsibility more peaceful in its nature, but far mightier in its import; mightier, because it sustains a relation not to time alone, but sweeps eternity in its vast bearings. Not the responsibility of the statesman or the hero, the one greeted by the loud huzzas of the gaping, admiring crowd—the other marking his footsteps deeply with human blood, and deified for the act; but that of a personage far less important in the eyes of the world—the responsibility of the PROFESSIONAL TEACHER.

In the remarks which we shall make at this time upon this very interesting subject, we shall confine ourselves to its moral aspect;

and speak of the teacher's responsibility in reference to the moral culture of his pupils. This is an important—the most important of all the teacher's varied and arduous duties, as it is the foundation of all others, and should ever constitute the corner stone of the whole superstructure. For however desirable it may be, and however exalted the occupation to train man's intellectual powers—to develop in him that spark of Deity—that God-like principle, which allies him to all the higher intelligences—to cherubim and seraphim—how much soever it may be desirable to store that mind with the great and glorious truths of science, and to enrich it with the profound teachings of philosophy, there is a still higher aim to be accomplished, a nobler end to be had in view, to cultivate the *moral* powers of that mind, to develop those thoughts and those feelings, that lay hold on the stern and solemn realities of the eternal world, to bring that erring mind back to its allegiance to its Creator; and finally so to mold the whole man anew, that he may become not only a christian, but a good subject, a patriot, and fulfill more completely the high and noble purposes of his creation. And recreant indeed is that teacher to the high and solemn trust committed to his hands, who does not strive to fulfill this, the most important of all his duties. Little is he fitted for the arduous and responsible task of training youth, who does not feel and know that the *whole* man is to be developed, the moral as well as the mental. "That to him is assigned the noble and responsible duty of exerting a human agency in obliterating the stains of moral pollution so deeply stamped upon our nature, of unclouding the moral vision, so that crime may be prevented by removing its great and fruitful cause—ignorance;" that amid all his teachings he must never lose sight of that

"Needful instruction, not alone in acts
Which to his humble duties appertain;
But in the love of right and wrong the rule
Of human kindness in the peaceful ways
Of honesty and holiness severe."

We shall, probably, be met here with the objection, that we are imposing upon the professional teacher more than properly belongs to his department; that to the clergy appertains more especially and entirely this sphere of instruction; that it is their peculiar and appropriate function to impart that instruction which pertains to man's moral nature; that the humble teachers of our district schools have a far different sphere in which to move, an essentially different duty to perform, that to them is committed the task of unfolding the

truths of science and the relations of language as found in the ordinary text-books ; and to attempt any thing more than this for which they had bargained with their employers, would be entirely supererogatory. To this heresy we enter our solemn protest. We honor the ministry, as the great instrumentality which God has employed to bring back a revolted world to Himself. We recognize it as the *principal*, but not the only dispenser of moral truth, a profession, that is instrumentally blessing the world, and "spreading the beauty and bloom of Eden over earth's darkness and desolation." This great co-ordinate branch in the dispensation of moral and religious teaching is not intended to interfere with the legitimate duties of the professional teacher. God in the wise arrangements of His moral government has given to each his duties—imposed upon each his responsibilities; and the instructor who is disposed to throw this, the most important department of his profession upon the occupants of the sacred desk, has, we fear, very contracted views of the length and breadth of his calling. The teacher's great responsibility in this matter arises largely from the peculiar circumstances thrown around him. He is constantly in the society of his pupils—has abundant opportunity for observing all those secret springs of human action, for witnessing moral developments unseen by any other mortal eye ; and thus has furnished him appliances favorable for directing the moral susceptibilities of those placed under his care, to an extent not enjoyed by any other class of persons.

And again while the minister sees the youth but once a week, and that generally upon the Sabbath, and under circumstances not at all calculated to judge of the play of the moral faculties, the teacher is ever with them ; he has, or at least *may* and *should* have, their entire confidence,—a very necessary pre-requisite for accomplishing much in the way of instruction of any kind. Still further, the teacher comes into daily contact with those, who seldom or never attend upon the ordinances of God's house ; on whose youthful ears the joyous sounds of Sabbath School, Church, or Bible, scarcely ever fall. Their entire moral training, if indeed they get any at all, they receive from him ; what adds a darker shade to the picture, no examples except those of great moral obliquity are set before them at home ; and if he do not care for their moral natures they will ever remain neglected. If he take no pains to inform them of their duties in this world and their destinies in the next, no one else will ; and

a night of deep moral darkness will settle down forever upon their future prospects. And what a field is here opened to the faithful teacher for the employment and exercise of all the kindlier impulses of his nature. He may become perhaps, the honored instrument of cultivating some barren waste which has hitherto yielded nought but thorns, till upon its former sterile bosom shall spring up an abundant moral harvest, with its fair blossoms redolent of all the holier affections of our nature ; and promising a joyful ingathering.

The teacher also comes into contact with the mind in its incipient state ; frequently ere the seeds of sin seem to have taken deep root ; and when that obduracy which afterward arises, and which so frequently thwarts all attempts at training, has not yet appeared. That mind too, is not only young, but eminently plastic, delicately susceptible of any impression which may be made upon it. The young gushing affections welling up from the depths of the soul, and flowing out in gentle rills, most easily guided aright, but as easily perverted ; or like a beautiful harp, all its strings most nicely adjusted, capable of being made to vibrate melodiously in harmony with the great objects of its creation. And woe to the teacher who shall rudely sweep those strings and evoke from their trembling vibrations the harsh, jarring notes of discord.

And to show that this view of the teacher's duties is not new, but has long been adopted by all the great minds in the various eras of modern times, let us quote from one or two who have thoroughly examined this great topic in all its length and breadth ; whose positions have given them ample opportunities for information ; and whose scholarship and weight of character entitle their opinions to a careful consideration.

The great and good Locke, who by a course of profound and long continued investigation had become intimately acquainted with the science of the human mind, and closely observed the springs of human action, speaks thus in adverting to the importance of thoroughly inculcating the principles of virtue in the human mind : " I place *virtue* as the first and most necessary of those endowments which belong to a man or a gentleman, as absolutely requisite to make him valued and beloved by others and acceptable and tolerable to himself. Without it I think he will be happy, neither in this world, nor in the next." And Dr. Priestly, one of the great scientific lights of the eighteenth century, when speaking in reference to this same

topic holds this remarkable and emphatic language: "The very first thing to be inculcated upon a child, as soon as he is capable of receiving such impressions, is the knowledge of his maker and a steady principle of obedience to Him—the idea of his being under the constant inspection and government of an invisible being who will raise him from the dead to an immortal life; and who will reward him, or punish him hereafter according to his actions while he *lives*. I hesitate not therefore, to assert on the plainest principles that religion is the first rational object of education; and whatever be the fate of my children in this transitory world, about which I hope I am as solicitous as I ought to be, I would if possible, secure a happy meeting with them in a future and everlasting life."

Thus speaks one who had explored the heights and depths of science, and who ardently loved those investigations, and yet who placed the culture of the moral powers far, far above mere intellectual development, splendid as might be its results. Such too, must be the sentiments of every well-wisher of his country and her institutions; and the language just quoted cannot fail to strike a chord which shall yield a note responsive in the heart of every christian philanthropist. To the same purpose might we quote from Milton, Bacon, Pascal, and a host of other writers even in more modern periods of the world's history, but time would fail us.

To show that it is not the virtuous alone and the professedly pious that hold these sentiments, permit us to advert to the opinions of another class of men, the very *antipodes* of those just named. The infidel, Say in his Political Economy, while he esteems the clergy a non-producing class, and therefore a burden and an excrescence upon society, acknowledges "that something of what is called, in religious cant, moral training, should form a part of the education of all youth, as it induces them to become obedient sons; and makes them peaceful and patriotic citizens."

Again, the great, though skeptical Rousseau in that remarkable, though visionary and strangely contradictory work of his in which he imagines "that to be the most effective course of training which suffers the wild passions of human nature to develop themselves without any correction in the way of positive instruction; and that all should finally depend upon the natural impulses of the human heart, its excrescences being merely lopped off," found and acknowledged his error. His frankness proved too much for his infi-

delity. The keenness of a mind far more than ordinary, and the accumulated experience of years compelled him to admit that his *Emile* was in theory what it was in fact, a romance; and when one of his admirers, designing to flatter him presented to him his son, as one educated according to his celebrated theory, "so much the worse for both you and your son too," was the ready reply of Rousseau.

Such were the opinions of two distinguished men who were professedly skeptics; and who claimed that they were unfettered by religious superstition.

One more quotation, and from a statesman, and we have done.—William Penn, who was skilled not only in philosophy and history, but in government too, remarks in his work entitled "*Frame of Government*," this great and fundamental principle of a free people:—

"That which *makes* a good government must *keep* it so—men of wisdom and virtue propagated by a virtuous education of youth." The failure on the part of legislators and rulers to perceive and act upon this great principle, as laid down by Penn, has been the primary cause of untold woe; has made their laws and their efforts at good government abortive; and has been the fruitful origin of most, if not all, of the signal failures in the administration of human affairs as recorded on the page of the world's history. The annals of our world are full of such mournful examples. They are found abundant in the histories of all the states of antiquity; and in view of their connection with the literature of the present age of the world, as well as in reference to the proud positions they occupied among their contemporaries, we select two by way of illustration.

Greece might have yet stood, had her teachers and her rulers devoted but as much of their mighty energies to the propagation of moral truths, as they did to those of an intellectual character merely. She was the great mental light of the old world, and in many things she is still the unsurpassed. But while her great men were pushing on the march of mind, her shows, her games, and her festivals, were causing her morals to retrograde. Her philosophers had too much that was more important, too much that was more exalted to do, to permit them to care aught for a people's morals. They were engaged in the glorious search for the "*To Kakon*," though, were we permitted to judge them by their moral developments, we should be led to presume that the "*To Kakon*" was rather the object of their pursuit. Had Plato, instead of those fruitless speculations upon

his phantom republic, employed his time, his talents, and his vast influence in working a moral revolution in Athens, had he attempted to make her in reality what his dear Atlantis was in vision, he might have exerted an influence which would have reached even to the present age of the world.

It is a sad reflection that with those philosophers the intellect was the all; and if at times morals were inculcated, they were only as pure theories. And while many of these so-called great men and teachers were enchanting their pupils and their hearers generally, with the splendid creations of their intellects, they were *themselves* in the almost daily commission of crimes too dark, too loathesome to be named in a christian assembly. Their pupils and their admirers caught their infectious example; and while Athens shown as a bright light in the firmament of letters, had made advances in the fine arts still unapproached, the morals of her people were neglected; and sunk so low that they might have imparted a deeper hue to the dark, damning sins of Sodom. This partial education, this less than half development of the man caused an intellectual stamp which produced "the cold indifference of the Stoical Philosophy, the affected tranquility and ungoverned voluptuousness of the disciples of Epicurus, and the skepticism of the Academics." And all these principles flowing out in a thousand channels through the community produced the worst consequences; debased the nation, lowered the standard of its morals, and with them the standard of its patriotism; and when the stern oppressor finally came, instead of that fire of liberty which had burned so brightly at Marathon and Thermopylæ, he found a people enervated by its luxuries and its vices, unable to cope with its adversaries, for the last spark of its patriotism had gone out in darkness when its morals ceased to exist.

The same state of things existed at Rome, even in the days of her glory. She too, might have lived renowned to this day, had her teachers and her philosophers diffused a healthy moral tone among all classes of her citizens, had the same lofty principles prevailed which years before had driven the lustful Tarquin from her walls; but such most unfortunately was not the case. She too, was directed to look up to the truthful in intellect, rather than to the pure in morals. No pains were taken to purify the fountains of her action; and they sent forth streams of bitterness and death. She too, like her neighbor, received her moral stamp from her teachers; and what that stamp was, let the pages of her history deeply dyed in crime and pol-

lution yield the answer. Seneca, her great moral theorist, counseled Nero to poison his mother ; and Cato, the stern Cato, advised the youth of Rome to visit her brothels, and choose courtesans for their companions. All this too, while the poetry of Horace and Virgil, the morals of Seneca, and the declamations of Cicero were enchanting the Roman mind. So that even the Augustan age of her literature was almost the zero point of her morals. Is it strange, in view of all these startling facts, that she fell ? Is it not rather, stranger that she did not in her utter self-destruction, anticipate that avalanche of barbarians, which the North at a later period rolled upon her ?

From motives just stated two prominent illustrations have been chosen in support of our position ; modern history furnishes us additional examples more perfectly illustrative, if possible, than those employed. Thus measurably will it ever be the case, when a nation's morals are uncared for by those who wield her destinies. Mere mental culture, unsanctified by anything higher, generally proves but a curse. It may produce a Nero, but not a Washington, a LaPlace, but never a Newton ; a Voltaire, but not a Chalmers. It produced the revolutionists of France, but not those of the period of England's Commonwealth ; much less could it have produced the pure spirits that figured amid the trying scenes of seventy-six.

And can we find no instruction in all this ? Is there no philosophy in the history of the past holding out to us a warning voice, bidding us avoid the rock on which they split ? Is not a sound and healthy tone of morals as necessary to preserve our institutions, as it would have been for the perpetuity of theirs ?

The present state of our country and her institutions demands immediate and vigorous measures in this respect. True it is that much has been done and is still doing in the great cause of popular education. It is likewise true that many, very many teachers seem to feel that the culture of the heart is of more importance than that of the head, and who are shaping their course accordingly. It is true that in most of our higher seminaries there is much positive moral instruction inculcated. Still, notwithstanding these cheering facts, the great masses are not reached. The principal amount of this great moral work is yet to be accomplished. The teachers of our country have now charge of some ten millions of our youth—a host out of which are to be chosen our future legislators, executives and others who are to take the places of those now in the church, in the

courts of justice, and in the halls of legislation ; those, in a word, who are to have the charge of our institutions, and are to stand connected with them for weal or woe. Add to this that the old world is yearly pouring in upon us her tens of thousands of youth, most of whom are to enter our schools, and undergo that molding process designed to qualify them for properly appreciating, as well as supporting and promoting the growth of free institutions, all of whom are to constitute the great American people of the next generation ; who are to stand by the side of our own sons at the ballot box, and with them to decide whether the blood-bought institutions bequeathed to us by our fathers shall remain pure as handed down to us, or whether venality and gross moral corruption shall be the order of the day, and destroy us, as they did the republics of the old world. Hence the imperative necessity that, our rulers should be men noble and elevated in their principles, and from lofty motives ardently attached to our free institutions. And they must too, be men not only of a high political, but likewise of a high moral standard,—men that feel their responsibility not to their country only, but also to their country's God. "It is plain therefore that the present emergency tolerates no timid and temporizing characters. It demands men of disciplined intellects, of high moral courage, and of unbending devotion to the public weal—men who dare stem the corruption of the times, and circulate through the mass of moral and political putrefaction an element of life. Such were the founders of our government. Such were Washington, and John Adams, and Jay, and Henry, and Hancock, and Hamilton, and the kindred spirits of those iron times."

"Those suns are set, O! rise some other such,
Or all that we have left is idle boast of
Old achievement, and despair of new."

Can any one look at this matter, as here presented, and not feel that there is a solemn responsibility resting upon those teachers who have now, and who will hereafter have, the charge of our youth ? That if these youths are to be fitted for the high and noble station of American citizens, our common schools must do it ? That if they are to have the principles of a pure republicanism instilled into their minds, and become fitted for the responsible privilege of the elective franchise, these same teachers must accomplish the work or it will not be done ? For they are almost the only ones who very frequently come into contact with this great mass of mind ; and almost the only ones that can properly influence it. Political conven-

tions will not accomplish the great work—political speeches have never made a man better, nor his patriotism purer. Their legitimate tendency has ever been to rivet more closely the bands of party. Let the history of our country for the last thirty years prove the truth of the assertion.

There is a grave, popular fallacy which has long existed, and which is gaining ground to an alarming extent. You will hear it from the lips of every heartless demagogue who seeks to flatter the people, to subserve his own base, selfish purposes. It is this—we are constantly told that we are a great and powerful people; that our advances in all that constitutes the greatness and glory of a nation are unparalleled in the world's history. We are reminded of our vast amount of popular intelligence; and are informed in true political cant, that we the people can do no wrong; and to cap the climax, we are not permitted to forget that we are the honored descendants of the noble Pilgrim Fathers. Just as if that worthy and godlike race of men conveyed to us their intelligence and their morality, as they did their houses and lands—in fee simple. No! if we are not to prove ourselves the degenerate offspring of that noble parentage, we must imitate them in their virtues and in their action. If we would have the same lofty spirit, that they possessed, diffused throughout our country, and warm and animate the hearts of our people, we must take the same course which they so successfully pursued—the thorough intellectual and moral culture of our youth. If we do so, our efforts will be crowned with the same signal success which followed theirs; and our country and her institutions will be safe.

“What constitutes a state ?

Not high raised battlements or labored mound,
Thick walls or moated gate;
Not cities proud with spires and turrets crowned—
No! men—high-minded men,
Men who their duties know;
Who know their rights; and knowing dare maintain them.”

It has been found that waves or systems of lines, of equal barometric pressure, have passed over very large portions of the globe at the same time.

GENIUS AND LABOR.

Alexander Hamilton once said to an intimate friend: "Men give me some credit for genius. All the genius I have lies just in this—When I have a subject in hand, I study it profoundly. Day and night it is before me. I explore it in all its bearings. My mind becomes pervaded with it. Then the effort I make is what people are pleased to call the fruits of genius. It is the fruits of labor and thought."

Mr. Webster once replied to a gentleman who pressed him to speak on a subject of great importance: "The subject interests me deeply, but I have no time. There, sir," pointing to a large pile of letters on the table, "is a lot of unanswered letters, to which I must reply before the close of the session, (then three days off). I have not time to master the subject so as to do it justice."

"But Mr. Webster, a few words from you would do much to awaken public attention to it."

"If there be so much weight in my words as you represent, it is because I do not allow myself to speak on any subject till I have imbued my mind with it."

Demosthenese was urged to speak on a great and sudden emergency. "I am not prepared," said he and obstinately refused.

The law of labor is equally binding on genius and mediocrity. The mind and body rarely visit this earth of ours, so exactly fitted to each other, and so perfectly harmonizing together as to rise without effort, and command in the affairs of men. It is not in the power of every one to become great. No great approximation, even toward that which is easiest attained, can ever be accomplished without the exercise of much thought and vigor of action; and thus is demonstrated the supremacy of that law which gives excellence only when earned, and assigns to labor its unfailing reward.

[From Life Illustrated.]

MY TEACHERS.

My teachers are the rocks and rills,
The clouds that cap the far-off hills,
The flowers, the sturdy forest trees,
Each blade of grass, each whispering
breeze.

And from their study shall accrue
Lessons which will my heart imbue
With love to God and love to man,
Whenever I his works shall scan.

TENDENCY OF MIND—THE TEACHER'S WORK.

The bias of a man's nature gives the bias to his life. Nature seldom mistakes herself. The powers of the mind ever tend to make straight to their goal, and seek a congenial line of action. That course which would insure success to one individual may be totally unsuited to another; and no one can be eminently successful in any employment or profession that does not call into active and harmonious play all the ruling energies of his nature. Yet how many parents think they are doing an exemplary duty by crushing and breaking the spirit of an active, restless youth, and binding him down to a plodding life, when they are actually waging war against his nature. He is made to pursue some quiet calling, and is often censured for exhibiting a disposition which he cannot control, and for which he is no more responsible than for the era in which he was born. That restless observation and activity—that prying inquisitiveness, is the gift of nature; and instead of being ignored or checked, should be diligently watched and trained, and made as accurate and complete as possible.

There is hardly an instance of an individual without some peculiar tendencies. These tendencies cannot be eradicated; they exist as the sparks in smouldering embers, requiring but a breath to fan into a flame. They are the measure of his life, and shape and give tone to his character. A profession requiring the sterner moods of mind, and the disposition to battle with competition is the field for such characters. The mind should seek its own occupation, provided it be honorable. One half the world waste their energies unsuccessfully from mistaking their vocation. And why? Because the instruction of both nursery and school has been administered without regard to the diversities in talents among different individuals. This fact is lost sight of or not sufficiently understood; the same regime is applied to each without discriminating between different tastes and capacities. This early neglect is never repaired, and hence the mistakes and failures of life.

It is evident, then, that the mental capacity and tendency should be better understood, and a knowledge of the sphere of life and field of action for which each is best fitted thus arrived at; for certainly much more depends on the disposition and talents of an individual entering upon any business than the nature of the business itself. There must be that mental relish and love of the pursuit which arises from a fitness of mind. There are few persons who have not talent enough of some sort to earn a respectable living, if it were properly directed; and then, success of even the poverty-stricken furnishes no matter of surprise. It is

in strict subjection to that same empire of *cause* and *effect* that embraces as well the phenomena of the intellectual and moral, as the physical world. The condition upon which the attainment of anything desirable rests is the proper adaptation of means, and the expenditure of sufficient effort.

Hence we plead for teachers who are competent to *direct* "the young idea how to shoot," and as has been very appropriately added, "*what to shoot at.*" For there is no person in the world who exerts or who may exert a greater influence over the youthful mind, and consequently over the *destiny* of the future man or woman, than the *teacher*. How important, then, that the teacher rightly understand his mission—that he possess a thorough knowledge of the laws of body and mind, and be familiar with every mode and habitude of thought, so that its manifestation will constitute an unfailing index to him of the constitutional and mental peculiarities of his pupils, and enable him to adapt to each such training and instruction as will best secure harmonious and vigorous action and health of body and mind.

That there is great need of teachers who have more light upon the nature of the human mind, witness the failures that might have been avoided, the severe trials to which the dull are subjected, and the number who are every year placed under the sod, the life having been sacrificed by excessive ambition, excited and strengthened by wrong processes of instruction, and the rack of expectation of parental fondness and ignorance.

We are glad that a *better* mental philosophy is quietly, but surely, finding its way into school-rooms, nurseries, and pulpits; and we look forward to a better moral, intellectual and social condition when its principles shall be understood and its teachings obeyed by all.

NATURAL COMPASS.—In the vast prairies of Texas a little plant is to be found, which, under all circumstances of climate, change of weather, rain, frost, or sunshine, invariably turns its leaves and flowers to the north. If a solitary traveler is wandering across those wilds, without a star to guide or compass to direct him, he finds a monitor in an humble plant, and follows its guidance—certain that it will not mislead him.

It is stated that more than 700,000 volumes of Washington Irving's works have been sold within the last eleven years.

CULTURE OF THE AFFECTIONS.

"The human mind is as ground ; which is such as it is made by cultivation."

Herbert Spencer says, "The suppression of every error is commonly followed by a temporary ascendancy of the contrary one ; and it so happened, that after the ages when physical development alone was aimed at, there came an age when the culture of the mind was the sole solicitude, * * and the getting of knowledge the one thing needful."

The truth of the above is evident to every thinking observer ; and it needs no argument to prove that the latter is the age in which we now live. That the education of the intellect is of great importance cannot be denied. It is when conducted without regard to the sentiments and affections in man's nature that it contributes to the soul's perverseness. While those philosophers and philanthropists who have labored so assiduously in the cause of education, have in latter years accomplished results which entitle them to be regarded as benefactors of the race, their ideas of education seem to have been deficient in some particulars, among which is the *affectional* nature in man. This has been left comparatively without any specific culture or direction, to remain barren or to develop under incidental and miscellaneous influences, and to blind impulse ; while the great and almost only object has been the mere education of the intellect, as if this were almost the only good to be gained. Ideality, Veneration, friendship, fraternal and filial affection receive but a small share of attention compared with the all-absorbing question of "disciplining the intellect." Yet this comparatively neglected department of the psychical man is the most fundamentally important of all others. It embraces the sympathies and loves, and these constitute the very *life*. No imaginable amount of intellect can compensate for the dearth in that man's soul who can contemplate without emotion, the many tender, beautiful, and sublime aspects of thought that lie within the sphere of his comprehension. There is a living death, when the pulses of life beat uninterruptedly, when the body lives like a mere vegetable, and the soul is enshrouded in selfishness and darkness ; reaching out to no ardent friendships, seeing no sights of beauty, feeling no heart-throb of sympathy, aspiration, or faith, destitute of charity, and indifferent to the welfare of humanity.

The affections are the controlling powers. They influence judgement and will, stimulate and direct intellect ; and if in their intensity they are *misdirected* and perverted to *evil*, the life of the man will, so far as they have influence, be necessarily a life of evil, which the development of intellect can only serve to give increased potency.

The human affections are requisite as a foundation of all true develop-

ment. Without them man could put forth no special efforts for the attainment of special ends; for one thing would never be valued above another; and all individual and social conditions would be the same. Hence they are the master faculties, and their cultivation and right direction becomes the highest duty of parent and teacher. We sometimes fancy ourselves generous and kind, until we go out into the world where there is need to resist temptation and exercise charity, and then we find how selfish we are; how irritable, vain and ambitious. These temptations bring out our latent qualities, and show us what we are. So in the training of a child; the qualities or affections of its nature cannot be pruned and directed aright until brought out by cultivation and exercise. Once ascertained, they may be modified, suppressed or developed, in the young mind, almost at will. But when the spiritual organism has become knit into the most sinewy tissue by constant activity during a long life, change and restraint are difficult, if not impossible; and it is absurd to suppose that those spiritual affections which have never been exercised, but have lain dormant until old age, can then spring into active exercise and subject the propensities. Every one who reflects upon and observes nature, knows that this is a universal law: all things, and all human powers, from possibilities become ultimates by exercise and cultivation.

We have submitted these suggestions, crude though they are, because we believe more attention should be given to the subject in the school, family, and individual experience. Education to be successful and complete must be adapted to every aptitude and appetite of our nature, (to correct or develop,) and contemplate the unfolding of the whole being. And thus we shall see all those distinctive features disclosing themselves which go to constitute society, binding it together by an inherent cohesive force in itself, in all its parts, which human laws can neither strengthen or relax, and which defies all other force to sever.

In the beautiful drama of *Ion*, the instinct of immortality, so eloquently uttered by the death-devoted Greek, finds a deep response in every thoughtful soul. When about to yield his young existence as a sacrifice to fate, his beloved Clemanthe asks if they shall not meet again—to which he replies:

"I have asked the dreadful question of the hills that look eternal—of the clear streams that flow forever—of the stars, among whose fields of azure my raised spirit hath walked in glory. All were dumb. But while I gaze upon thy living face, I feel there is something in the love that mantles through its beauty which cannot wholly perish. *We shall meet again, Clemanthe.*"

POLISHED GEMS.

The Process of self-development should be encouraged to the fullest extent, Children should be led to make their own investigations, and to draw their own inferences. They should be *told* as little as possible, and induced to *discover* as much as possible. Humanity has progressed solely by self-instruction; and that to achieve the best results each mind must progress somewhat after the same fashion, is continually proved by the marked success of self-made men.—*Herbert Spencer.*

The amusement of reading is among the greatest consolations of life; it is the nurse of virtue; the upholder of adversity; the prop of independence; the supporter of just pride; the strengthener of elevated opinions. It is a shield against the tyranny of all petty passions; it is the repeller of the fool's scoff and the knave's reason.—*Sir E. Bridges.*

What forests of laurel we bring, and the tears of mankind, to those who stood firm against the opinions of their contemporaries! The measure of a master is his success in bringing all men round to his opinion twenty years later.—*Conduct of Life.*

DIVINE ORDER.

'Tis first the true, and then the beautiful;
Not first the beautiful and then the true;
First the wild moor, with rock, and reed and pool,
Then the gay garden, rich in scent and hue.

'Tis first the good and, then the beautiful;
Not first the beautiful and then the good;
First the rough seed, sown in the rougher soil,
Then the flower blossom, or the branching wood.

Not first the glad and then the sorrowful,
But first the sorrowful and then the glad;
Tears for a day, for earth of tears is full,
Then we forget that we were ever sad.

Not first the bright and after that the dark;
But first the dark and after that the bright;
First the thick cloud and then rainbow's arch;
First the dark grave, then resurrection light.

'Tis first the night, a night of storm and war.
Long night of clouds and veiled skies;
Then the fair sparkle of the morning star,
That bids the saint awake and dawn arise.

Practical Teaching.

to

A. R. BENTON, EDITOR.

SCHOOL MANAGEMENT.—No. 2.

In a former paper we presented for consideration some mental habits, which we deemed essential to the successful management of a school. The necessity for these qualities is obvious, from a fact patent to every observer, that, as is the teacher, so is the school. Hence, all good government and management must begin with the teacher, and any failure in this regard will be due, in the main, to some serious defect of qualities in the teacher. Whenever we would learn our capability to discharge efficiently the duties of the school-room, first, our eye must be introverted in order to make an inventory of the qualities we truly possess, and of our resources for the work of our vocation.

(1.) In the first place, it is important for the teacher to arraign himself before the bar of conscience, and pass judgement upon these questions: What is my aim in teaching? and how do I estimate its importance? It is only stating a truism, to affirm that in human culture, noble ends can only be reached by noble means, and in general, the means must be commensurate with the end in view.

It was a beautiful as well as a truthful remark of Plato, that every man will forever inhabit his own idea. Like a garment it will enfold him and impart to him grace and beauty, or uncouthness and deformity. Or, as some psychologists assure us, that we now live surrounded by an invisible *aura*, the efflux of our own nature, so we may conceive that the soul will forever live in the atmosphere of its own aims and aspirations. We have the authority of an inspired writer for saying, "as a man thinketh in his heart so is he." Whatever therefore a man truly is, when divested of all shams and pretences, must be known from the aims and aspirations of his soul.

This leads me to observe that every true life must begin by fixing for itself a standard of ideal excellence. Ideal perfection, though impossible for us to realize, must be placed before the mind, both as a gauge and guide to its progress. No sculptor or painter makes choice of an imperfect work of art for a model, but rather chooses the masterpieces and the absolutely perfect, as incentives and instructors, in his approximation to the *ideal* that fills his soul. So the progressive teacher must ever have before him a lofty ideal in respect to his profession. Without this he has no assurance that he can acquit himself with credit or with profit, but with it he has a strong pledge that his labor will not be in vain.

Suppose a man were to engage in the business of teaching *merely* for its pecuniary rewards. Is it not plain that an engrossing care for self, will curdle all the generous sentiments of his bosom, and that instead of radiating from his life noble incentive and encouragement to his pupils, his whole life will be hard and metallic? Or, to put the case in a stronger light, if exertion is likely to be in proportion to expected remuneration, what can we expect of that teacher whose labors are graduated by such pecuniary rewards *alone* as are now bestowed upon the profession?

Again, should a man of contemplative cast of mind seek this work, merely for the sake of gratifying himself in a much coveted literary leisure, could he reasonably expect to achieve any honor for himself, or exert a salutary influence upon his pupils? While it must be admitted that one of the collateral benefits realized in the teacher's profession is leisure for contemplation, yet this is by no means its chief end. His contemplation is not to waste itself in reverie, as waters settle and stagnate in a marsh, but should fit him for a more vigorous and efficient discharge of the duties peculiar to his calling. And thus through the whole catalogue of motives, none will be found so strong to incite the mind of the teacher to the highest attainments and accomplishments, as a sense of the importance of the work itself. Unless this idea takes strong hold of the heart and imagination, the teacher will be low in his aims; and, since he is sustained by no high sense of duty, he will be languid and remittent in his efforts. But should he like an apostle, "magnify his office" in all his estimates of it, then will he aim to enlarge himself in all his culture, to the proportions of his work.

How manifold and various are the qualities that, like brilliants in a diadem, should adorn the teacher's character, and the attainment of which should constitute his highest aim. Some of these are so elegantly grouped together by one of the first philosophers of the age, that I cannot forbear to insert them here. Says Guisot, "A good schoolmaster ought to be a man who knows much more than he is called to teach, that he may teach with intelligence and taste; who is to live in an humble sphere and yet to have a noble and elevated mind, that he may preserve that dignity of mind and deportment, without which he will never obtain the confidence and respect of families; who possesses a rare mixture of gentleness and firmness; for inferior though he may be in station, to many individuals in the *commune*, he ought to be the obsequious servant of none; a man not ignorant of his rights, but thinking much more of his duties; showing to all a good example and serving all as a counselor; not given to change his condition, but satisfied with his situation because it gives him the power of doing good; who has made up his mind to live and die in the cause of teaching, which to him is the service of God and his fellow creatures."

MR. EDITOR—

I am confident that every teacher of even ordinary ability, will be pleased with the Practical Department of your Journal. Experience has proved to many of us, that knowledge, *rightly used*, only is power; and that in the school-room, above all other places, knowledge must be practically applied to be valuable. Exercises that awaken mutual energy, break the monotony, and create excitement are often profitably introduced.

The ingenious teacher, can collate from every department of study, exercises that will accomplish this end; that will abundantly pay for all the trouble they cost in preparing.

1. We will give some examples in Arithmetic, which not only amuse, but discipline the mind, by inducing rapid thought, and are of the highest practical utility, in the practical operations of life. The teacher can first commence by giving examples in adding and subtracting, thus:

$$8+4-2+5-1+6-2+6+1+2-10-5=$$

Every scholar will have his hand up when he asks, = how much? These exercises should at first be carried on slowly. Soon greater rapidity can be used; and then multiplication and division, involution and extraction of square and cube roots, may be com

$$7 \times 3 + 4 \sqrt{}, - 1 \times 8 - 2 \times 3 + 10 \sqrt{}, - 1 \sqrt{}, =$$

$$12 \div 4 \times 8 + 1 \times 2 - 1 \sqrt{}, \times 5 + 1 \sqrt{}, - 2 \times 8 =$$

Then fractions may be introduced by multiplication and division, as

$$12 \times \frac{3}{4} \sqrt{}, \times 7 + 4 \sqrt{}, \div \frac{1}{2} + 1 \sqrt{}, \div \frac{1}{8} + 4 \sqrt{} =$$

After facility of calculation is acquired in this kind of examples, various valuable contractions may be learned, and exercises made under them.

To multiply by 5, you can annex a 0 and divide by two.

When the sum of the units equal 10 and the 10s are alike: e. g., $34 \times 36 = 1224$. $3 \times 4 = 12$, and the product of the units, 24, annexed. So $42 \times 48 = 4 \times 5 = 20$. Annex the product of 2×8 , the units = 2016.

[Some examples here given are omitted, as the same or similar ones appear in the report of the Institute at Columbus, on another page.—Ed.]

Taking aliquot parts, for multiplication, is noticed in some of our textbooks, and may be carried out quite extensively and profitably, not only in multiplication and division, but in calculating interest and percentage. Teachers need only to study and tax ordinary ingenuity a little, and they cannot fail to find means to break the monotony of school exercises, and please themselves and their pupils.

Hereafter we will continue this subject, in Arithmetic and other departments of study, and hope it may prove acceptable.

Truly, J. H.

Mathematical Department.



DANIEL KIRKWOOD, EDITOR.

PROBLEM No. 208.

Given $x^2\sqrt{x} + xy\sqrt[6]{x^6y} = 129$,
 $y^2\sqrt{y} + xy\sqrt[6]{x^6y^2} = 33024$,
 to find the values of x and y .

SOLUTION—BY JAMES F. ROBERSON.

Using fractional exponents, reducing these exponents to a common denominator, and factoring,

$$\begin{aligned} x^{\frac{5}{2}}(x^{\frac{1}{2}} + y^{\frac{1}{6}}) &= 129, \\ y^{\frac{5}{2}}(x^{\frac{1}{2}} + y^{\frac{1}{6}}) &= 33024, \end{aligned}$$

hence $\frac{129}{x^{\frac{5}{2}}} = \frac{33024}{y^{\frac{5}{2}}}$; or, $\frac{1}{x^{\frac{5}{2}}} = \frac{256}{y^{\frac{5}{2}}}$.

Extracting the 8th root, $\sqrt[8]{\frac{1}{x}} = \sqrt[8]{\frac{256}{y}}$; which gives $y=64x$; substituting in either of the primitive equations, we find $x=1$, and $y=64$.

PROBLEM No. 211.

The hold of a vessel partly filled with water (which is uniformly increased by a leak) is furnished with two pumps worked by A and B, of whom A takes three strokes to two of B; but four of B's throw out as much water as five of A's. Now B works for a time in which A, alone, could have emptied the hold; A then pumps out the remainder, and the hold is cleared, in 18 hours and 20 minutes. Had they worked together, the hold could have been emptied in three hours and forty-five minutes, and A would have pumped out 100 gallons more than he did. Required the quantity of water in the hold at first, and the hourly influx of leak.

SOLUTION—BY JAMES F. ROBERSON.

Let z = the quantity of water in the hold,
 x = the hourly influx of the leak, and
 y = the time that B worked.

The relative effects of the pumps are as $3 \times 4 : 2 \times 5 = 6 : 5$.

Since the hold can be cleared in $3\frac{3}{4}$ hours, $z + 3\frac{3}{4}x$ = the whole quantity of water discharged, and $\frac{z + 3\frac{3}{4}x}{\frac{8\frac{1}{4}}{15}} =$ the quantity

discharged in an hour by both pumps,

then $\frac{6(4x+15x)}{11 \times 15}$ = the quantity discharged by A in an hour,

and $\frac{5(4x+15x)}{11 \times 15}$ = the quantity discharged by B in an hour.

The conditions of the problem readily give the following equations :

$$\frac{6y(4x+15x)}{11 \times 15} = x + xy$$

$$\left\{ 3\frac{1}{4} - (13\frac{1}{3} - y) \right\} \times \frac{6(4x+15x)}{11 \times 15} = 100$$

$$\frac{5y(4x+15x)}{11 \times 15} + (13\frac{1}{3} - y) \times \frac{6(4x+15x)}{11 \times 15} = x + 13\frac{1}{3}x$$

From these equations we readily find

$$\begin{aligned} z &= 1200, \\ x &= 120, \\ y &= 10. \end{aligned}$$

Resident Editor's Department.

INSTITUTES, AND STATE INSTITUTE COMMITTEE.

MR. EDITOR.—In view of my position on the above Committee, it seems my duty to announce to the teachers of the State, the action of the State Teachers' Association relative to Institutes. The Association recognizing the value of Institutes, and desiring to give sanction and efficiency to the same, enacted at its last annual session, the following :

"Resolved, That this Association appoint a State Institute Committee, to consist of one member from each congressional district, who shall be charged for the coming year with the organizing and holding of Institutes (so far as practicable,) in all the counties in their respective congressional districts."

The limiting clause, "so far as practicable," though not in the published resolution, was, I believe, in the original ; at all events, the committee will most likely need its saving influence. Teachers will please note, that the Association by this act, declares its unequivocal approval of Institutes.

In order to aid teachers in conferring with the members of the com-

mittee, I here insert their names and postal address, so far as known.—

1st Dist. D. E. Hunter, Princeton, Gibson County.

2nd. " Jas. G. May, Salem, Washington Co.

3rd, " E. P. Cole, Bloomington, Monroe Co.

4th, " S. R. Adams, Moore's Hill, Dearborn Co.

5th, " A. C. Shortridge, Centerville, Wayne Co.

6th, " G. W. Hoss, Indianapolis.

7th, " B. C. Hobbs, Bloomington, Parke Co.

8th, " A. J. Vawter, Lafayette.

9th, " ———Wharton,———

10th " ———Johnson,———

11th, " J. Baldwin, Kokomo, Howard Co.

The resolution seems to indicate the separate action of the members of the committee. This may or may not have been the intention of the Association, but in the absence of an authorized interpretation, we shall interpret it as above indicated, viz., separate action.

Teachers, you will permit a suggestion at this point ; namely—while the presumption obtains that the committee-man of your district will see or correspond with some teacher or teachers of each county in said district, yet our suggestion is that you do not always wait for this, but on the contrary make it your business to see or write him concerning this matter. Or if he be not the man your teachers desire to organize and hold your Institute, see or write to the man desired ; the resolution of the Association by no means interfering with the largest liberty in this matter. Further, we ask the permit of a word of advocacy in behalf of this suggestion:

1st. These committeemen are all teachers, hence like yourselves, busy, consequently have not the time for this work which its magnitude and importance demand.—2nd, In some cases the committeeman may feel a delicacy in moving first, fearing that he may incur the charge of officiously thrusting his services upon his fellow-teachers.—3rd, And generally the cause is worthy your early and earnest efforts. This we presume will be granted ; if not, however, we prove it by enlightened example:—Connecticut, though annually sending over two hundred students to her Normal School, holds an annual Institute in each of her counties. Massachusetts, though sending over four hundred students to her Normal Schools, held Institutes last year in nine of fourteen counties. Maine held, in '58, an Institute in every one of her counties, and our younger sister, Illinois, held eighty-four Institutes during last year.

Without multiplying examples, we think this evidences our position ; namely, that the cause of Institutes is worthy the teacher's early and earnest efforts. As further evidence, we venture the opinion, that Institutes are the appropriate, if not indispensable forerunners of *Normal*

Schools.—yes they are the prophetic voice of one crying in the wilderness, saying prepare ye the way for Popular Education, make her paths straight for she is coming in triumph, in triumph even to Indiana! Hence believe and work; work and believe, and according to your faith, be it unto you.

In closing, we will state to members of committee and others holding Institutes, that our live and worthy Superintendent of Public Instruction, will take it as a favor to be informed of times of session of Institutes, that he may, so far as practicable, visit the counties at said times.

Gentlemen of the Committee, allow me to indulge the hope, that Indiana through our, and other agencies, will hold three, yes *three* times as many Institutes this year, as in any preceding year.

G. W. Hoss,
Ch'n. State Ins't. Com.

April 5, '61.

Since writing the above, Mr. Vawter informs me, that it is not practicable for him to serve. He recommends for his district the appointment of Rev. L. Tarr, of Stockwell; S. S. Kilborn, of Lafayette; and Rev. Staley, of the Battle Ground. Three is a departure from the Association basis, yet presuming and hoping no objection will arise from this course, we herby confirm the recommend.

G. W. H.

We find the usual Associate-Editorial space pretty well filled this month by the very excellent address of Mr. Cole, which will be found to richly repay a perusal. We therefore write two or three short articles, and turn to investigate the contents of the "Drawer," in the absence of the Resident. Here are letters, reports, exchanges, &c., in abundance, inviting a look over. We shall 'take them as they come,' and hope our friends will be pleased; for certain we are that the intelligence thus communicated will be more interesting and read sooner than anything we can write in these excited, "perilous times." First is—

SCHOOL REVENUE.

DEPARTMENT OF PUBLIC INSTRUCTION }
INDIANAPOLIS, April 2, 1861. }

I find that very many persons throughout the State imagine that our new School Law is of no effect, in that it makes no provision for a revenue. Permit me to say that this is provided for in another bill; which other bill also provides for the raising annually of \$50,000 additional to the old tax, for the purpose of paying back the children the State's indebtedness to the school revenue. This \$50,000 will be apportioned by the Superintendent semi-annually, until the entire amount of over \$300,000 with interest, is refunded.

MILES J. FLETCHER.

TEACHERS' INSTITUTE AT COLUMBUS.

The Institute met at 2½ o'clock, and was called to order by Mr. T. D. Marsh. On motion Mr. J. Hurty, of North Madison, was chosen to conduct the exercises. Mr. H. in a few general remarks alluded to the low state of public opinion regarding teaching and teachers. The latter are poorly respected and poorly paid, and consequently do poor teaching. One means of correcting this state of things is for teachers to prepare themselves to discharge ably and faithfully the duties devolving upon them, and thus elevate public opinion, and with it the standing of the teacher. For this purpose this Institute has been organized.

On motion, T. J. Morgan was chosen Secretary. The names of the following persons were enrolled as members of the Institute: William Dougherty, Lewis W. Barlow, Joseph R. Cox, T. N. Baker, D. F. Richardson, W. T. Stott, J. Francis, T. D. Marsh, T. J. Morgan, Misses M. A. Rous, Rebecca Remy, Alice Hurty, Louisa Taylor, Susan Wilson, Mollie Kerr, Lydia Secor, S. M. Wells, Jennie McClelland, M. F. Wells, Miss Trousdell and Mrs. M. F. Hinman.

A class in Mental Arithmetic was then formed and conducted by Mr. Hurty. After Recess, a class in Reading, led by W. T. Stott.

At 7 o'clock in the evening, a large number of teachers and citizens assembled in the Presbyterian church to listen to an educational address by Mr. Hurty. The address was eminently practical, abounding in facts, statistics, reasonings, wit and satire. Three things were said to be necessary to constitute a good school: 1st, a good house, 2nd, a good teacher, and 3rd, a good, active community.

Wednesday morning, March 13th.

Institute met at 8½ o'clock; opened by reading scripture, singing and prayer by T. D. Marsh. Mr. Hurty gave an exercise in Notation, showing by a diagram on the board, the proper method of presenting the entire subject to the pupil, at one view. This was followed by explanations of an exercise in methods of contracting operations in Arithmetic.

Recess. Exercises in Practical Arithmetic by Mr. Marsh, and Grammar by Mr. Stott. Mr. Hurty then explained the method of teaching words instead of letters to small children.

A half hour was spent in discussing the question, How can prompt and regular attendance on the part of scholars be best secured?

2 o'clock, P. M. Mr. Hurty opened the exercises of the afternoon by resuming the explanations of contractions in arithmetical operations. The following rules were given and applied to various examples:

1st. To multiply any number by 51. Take half the number and prefix it to itself; e. g., to multiply 86 by 51—take the half, (43) and prefix it to 86, equals 4386. $98 \times 51 = 4998$.

2nd. To multiply by 11. Where there are but two figures, add them and insert the sum between. E. g. 34×11 . $4+3=7$,—insert 7 and we have 374. Where the sum exceeds ten, insert the units and carry tens; $85 \times 11=935$.

3rd. To square any number ending in 5. Prefix to 25 ($=5^2$) the product of the other figure by the next greater. E. g. $(85)^2=(8 \times 9)$ prefixed to 25= 7225 . $75^2=5625$.

4. To square a mixed number whose fraction is $\frac{1}{2}$. Multiply the whole number by the next higher digit and prefix the product to $\frac{1}{4}$. $(8\frac{1}{2})^2=(8 \times 9)$ prefixed to $\frac{1}{4}=72\frac{1}{4}$. $(6\frac{1}{2})^2=(6 \times 7)+\frac{1}{4}=42\frac{1}{4}$.

These rules are simple and can be easily taught to advanced scholars. They facilitate the scholar's progress, and are eminently practical in the ordinary operations of business.

At 3½ o'clock, Mr. Fletcher, the State Superintendent of Public Instruction, addressed the association. He gave himself a wide latitude in his remarks. We can only give a few of the many good things he said. He had come prepared to say something on school architecture, but was glad to find that the citizens of Columbus needed to hear nothing on this subject. (They have provided themselves, at a cost of \$10,000, with a house built and furnished after the most approved modern style.—Sec.) By the new school law, all appeals are now to be made from school directors to the State Superintendent, instead of County Auditor as heretofore; and while he will not be a partisan, he will see that teachers have strict justice. Let them make wholesome common-sense rules and enforce them, and they shall be protected.

He would have teachers prepare themselves well for their work—go prepared to give instruction, and draw out mind. A teacher should *never need a text-book before him during recitation*. Prepare for the lesson; be independent of the text and of printed questions. Adjourned.

In the evening Mr. F. delivered a lecture in the Presbyterian church, addressing himself to parents. He wished to call their attention to home education—fireside culture. Education is not confined to the school-room; it continues after school days are over. *Conversation* at home should be instructive and interesting. The child learns by hearing the conversation of others. But the parent is under moral obligation to improve himself. This must be done by reading. He would discard the light literature of the day; it is an injury, not a benefit. Every one should be posted on the events of the present, and keep pace with the times. He could recommend nothing more highly, as a means of home culture, than *history*. It reveals the past, and lights up the future. The good historian has almost *prophetic power*.

No report can give the beauty of style, clearness of argument, forci-

bleness of illustration, and ease and gracefulness in delivery with which the address was pronounced.

Thursday morning, 9 o'clock. Institute was opened with reading scripture and prayer by Mr. Hurty. Methods of teaching Geography were discussed. The child should commence this study at an early age. Miss Alice Hurty had found that a class of scholars, unable to read, were able by means of oral teaching, followed by the use of charts (Colton's) and outline maps, to acquire an extensive knowledge of the science, excelling, on examination day, older classes which had used text-books.

Mr. H., in teaching advanced classes, always associated this study with history. Thus the instruction is more interesting and more lasting. Scholars should be encouraged to extend their research beyond the text-book, and beyond *all* text-books—and gather information from histories, biographies, tradition and current literature. The teacher should always keep in advance of his class, and be able to correct or confirm and add to whatever information they may have gathered concerning any locality.

O. Phelps lectured on Orthography, urging the propriety and benefits of teaching scholars to *write* the words of the lesson, when pronounced by the teacher, either upon their slates or upon the blackboard, instead of *spelling* them. This method gives the scholar facility in writing; it claims the attention and benefits equally each member of the class, and is eminently practical. Many who can *spell* a word when pronounced to them, cannot *write* it correctly. Those who learn to write a word can also spell it. He would not discard the oral method, but unite with it the written,

The remainder of the afternoon was spent in exercises in decimal fractions, and in listening to remarks from Mr. Marsh on "Moods" in English Grammar. It is argued by good grammarians, that in the English language, *verbs admit of no modification as to mood*. He adopted this idea.

The afternoon was devoted to Grammar and miscellaneous suggestions. Mr. Grant, formerly of Richmond, lectured upon the proper time and manner of teaching grammar to beginners. He usually commenced with those who could write and were able to read fluently in the *third reader*. Oral instruction and object lessons preceded the use of text-books. When text-books are used, the child should be taught that they are not revelations from Deity, but the writings of men, who are liable to err; yet caution should be used not to prejudice a pupil against an author lest he should extend his dislike to the science itself.

In the evening O. Phelps lectured to a large and attentive audience. [The abstract of the lecture is omitted.—Ed.]

Friday morning, March 15th. Reading scriptures and prayer. Miscellaneous.—How early should a child begin the study of English Grammar? Discussed by Messrs. Marsh, Baker, Alder, Stott, Hurty and

Phelps. A general concurrence with the views presented by Mr. Grant.

On the topic "cleanliness," various remarks were made by Miss Wells and Messrs. Marsh, Morgan and Phelps. The teacher should be a pattern of neatness. *He should love cleanliness for its own sake.* The grounds about the building, and everything in it, should be kept in perfect order.

In the afternoon Mr. Hurty lectured on the importance of teaching Elocution in common schools, and presented at some length his method of instruction; not differing materially from other systems.

G. W. Hoss spoke of the importance of teachers' institutes, and the estimation in which they are held in many states. Connecticut, Massachusetts, Ohio, Michigan and others appropriate through their legislatures, money for defraying the expenses of such meetings. He wished to address a few things to young teachers on recitations in school. The object of this exercise is two-fold: first, in general to show the teacher what the pupil knows; and second, to teach the child to impart information, or state difficulties in a clear, intelligent manner. Hence teachers should always insist that everything recited should be expressed in a clear, full, impressive tone.

How shall interest in recitation be kept up?

1. Never propose a single question until you have the attention of the entire class.
2. Have no uniform place in the class of commencing a recitation. Put the knottiest questions to the sleepest scholar.
3. Occasionally allow *general criticism*. That teacher does the most for his class who makes them do the most for themselves.
4. Let the teacher set the example in neatness, earnestness, clearness. Do and be as you would have your pupils do and be.
5. Never answer a question in asking it.
6. Assign lessons that each pupil can master and as if you expected them to do it.

In the evening G. W. Hoss lectured on "Parent and Teacher."

After Mr. H.'s interesting address, the minutes of the Institute were read and approved, and a vote of thanks tendered the Secretary. Minutes ordered to be printed in the *School Journal* and town papers. An invitation to meet at the residence of Dr. Brian, was read with thanks by the members. A vote of thanks was tendered the citizens of Columbus for their kindness and hospitality; also to the Lecturers and Superintendent.

On motion of W. T. Stott, the *Indiana School Journal* was recommended to teachers and parents throughout the State.

Adjourned. J. HURTY, Sup't.

T. J. MORGAN, Sec'y.

Prof. Samuel Elliott, of Hartford, Connecticut, has been elected President of Trinity College.

SCHOOL EXAMINERS.

The new law greatly enlarges the duties of this officer, also defining to some extent the mode of discharging said duties.

1. After examining teachers, he is to report to the Superintendent of Public Instruction the number of licenses issued, the length of time they are to run, and the number of applicants refused.

2. He is to serve as a medium of communication between the Sup't. Pub. Instruction and township school-officers, transmitting documents, reporting statistics &c.

3. He is to visit the schools of his county as often as he may deem necessary for the purpose of increasing their usefulness.

4. He shall hear and decide appeals taken from decisions of trustees.

5. He shall serve three years from his appointment in June next.

From these we think it a legitimate inference, that the duties of this office are *important*. This true, it becomes the duty of teachers and friends of education to see to it, so far as practicable, that suitable appointments are made. We objected, in conference with Committee on Education, to the source of appointment, preferring that it should be made by township trustees or district directors. But let the appointing power be where it may, we respectfully submit to teachers that it is their duty to do what they can to have suitable men appointed.

Permit us to say that if anything is done to influence these appointments it must not be delayed, as they are to be made at the June session of the County Boards. In an article of last year, we frankly gave our views of the qualifications of this officer under the old law, therefore they need not be repeated under the new.

The compensation allowed for these services is left to the discretion of the County Board, with the proviso that it shall not exceed one hundred dollars per county per annum. If the money thus appropriated does not yield fruits in the improvement of schools, it is to be feared the Legislature may seize this as a plea for withholding other and more important appropriations; hence again we say, teachers look to these appointments.

We had intended a much more extended notice of this part of the law, but defer until the excited mind of writer and reader attains a tranquility somewhat in harmony with the quiet subject of school laws.

G. W. H.

The Seventh annual Report of the Board of Education of Chicago, just received is another valuable contribution to the cause of education in the Northwest. The Report discusses Practical Teaching and School-room exercises generally, ably and closely. The number of pupils belonging to all the schools in the city, during the year 1860, was 7,582; the whole amount of school fund, 977,000; per cent. of attendance in the several schools, 88.

PRIMARY INSTRUCTION.

The recent report of the State Superintendent of Public Instruction of Illinois, Hon. Newton Bateman, contains the best essay on Primary Instruction we have ever seen. We quote the following :

"The best teachers are needed for Primary Schools. At no point in the whole course of study are the results of incompetent teaching so disastrous, as at the commencement. If utter inexperience or desperate mediocrity must sit at the teacher's desk, let it be anywhere, everywhere, save in the Primary School ; for anywhere and everywhere else will its ability to do irreparable mischief be less. At the subsequent stages of education, the mind emerging from the state of implicit trust in the mere dicta of the master, begins to assert itself, to sift what it receives, and find corrections when they are needed—but at the beginning, the mind takes the impress of the instruction given, with unquestioning faith, exact as the print of the seal upon the wax.

The position is confidently assumed, that the wise discipline and sound philosophic mental training of the children in our Primary Schools, is more important and more difficult, than that of any other department ; and hence that the very best teachers should be assigned to that post of duty. It requires the clearest insight into the laws of mental life and action and the springs of feeling—the broadest views of the philosophy of education considered both as a science and an art, and the rarest combination of personal qualities, intellectual, moral and social, that can well be conceived. When such teachers are found, they should be secured at almost any price. The common notion, that it matters little who teaches the little ones, or who is the assistant, provided an able man is obtained for the advanced scholars, or for principal, is exceedingly pernicious. With the exception, perhaps, of the principal of a union or graded school, the teachers of the Primary Departments should be the best qualified and the best paid."

—Mr. Bateman's views of mental growth and development ; of the best method of cultivating habits of observation and reflection ; of teaching by object lessons ; the value of slates and blackboards, charts, cards and maps, etc., says Mr. Wells' report, are all based upon the soundest mental philosophy and the strongest common sense.

The Russians have concluded a treaty with China, which changes the boundary line between the two nations. Teachers can notice this fact in school without waiting for the Atlases to be revised.

On the west and north east of China the Russians have gained much ter-

ritory and pushed forward their frontier line considerably within the provinces of Central Asia. In the north east they have come twelve degrees south of their old boundary at the mouth of the Amoor, and have taken in the whole of the shores of the Gulf of Tartary, bringing out their frontier line into the Sea of Japan.

OUR COUNTRY.

We would not abuse our privilege, by introducing into the JOURNAL any subject or matter incompatible with its character and objects. Political excitements may arise and culminate in mighty results, and we, practically, know it not; but in a time like the present, when our country is in danger, and our government—the best government on earth—is attempted to be overthrown, we deem it a simple duty, as an individual, to declare our devotion to the Union, and its noble institutions. We would never forget that the union of these States is as indispensable to our *literature*, as it is to our national independence, civil liberties, prosperity, happiness and improvement. We would not forget that our own form of government is the only one that can ever present to the world, a perfect specimen of an *educated people*; and hence, when the attempt is made to hurl from its proud pedestal ‘the majestic statue of our Union,’ and scatter its fragments all over the land, the JOURNAL should not be dumb, but step to the music of the hour, and defend the right.

Fellow-teachers, we have a work to do. The institutions under which we as a people have attained greatness and power—under which popular intelligence has made such rapid advances, and moral disenthralment has been so complete, must be preserved. The education of the children must not be neglected. A purer patriotism and reverence for our form of government must be inculcated. Truly this is no time for timid and temporizing characters. We believe there is a powerful vital energy in the core of our government, and a wonderful buoyancy in the character of the American people; and, in the language of Grimpke, “If we covet for our country the noblest, loveliest, purest literature the world has ever seen, such a literature as shall honor God and bless mankind, let us cling to the Union with a patriotic love, a scholar’s enthusiasm, and a christian’s hope.”

The Superintendent of Public Instruction requests us to state that on account of the reassembling of the Legislature, and the extraordinary excitement throughout the country, he will be compelled to postpone his contemplated visits through the State for the present.

EDUCATIONAL INTELLIGENCE.

The Spring Examination of the Ward and Private Schools in this city closed on the 3d inst. The exercises are reported as highly creditable and satisfactory, evincing thoroughness of study and training. Much good has been done, and the teachers deserve praise for their work.—Mr. Robert Kidd, the popular Elocutionist, recently gave instruction in Elocution to a very large class in the N. W. C. University. The *Pittsburg Educator* justly remarks that ‘there are few Professors of Elocution who have been so successful in the instruction of their classes as Kidd.’

NORTH MADISON.—Mr. Hurty writes :

“I am holding meetings in this and adjoining counties every Friday evening and Saturday. We expect to hold a Normal School of four weeks in this region in August, and would be glad to have you help us.

War! war!! is the cry. While that must be attended to, I hope the education of the children will not be neglected.”

—Mr. Hurty has recently held an Institute in Ripley county.

SUGAR GROVE.—J. H. Wilson writes that the Sugar Grove Institute is in a flourishing condition. The third term for the year began 28th of March. The Institute is designed to prepare students for the Junior class in college. Mr. W. is to remain another year.

NEW GARDEN.—E. C. Thornton writes that schools have been taught in all the districts, and one select school during the winter. Teachers in the town receive from twenty-five to fifty dollars per month—in the country, from fifteen to thirty dollars.

STATE UNIVERSITY.—The State Board of Education have elected the following gentlemen trustees of the State University : Dr. Maxwell, of Monroe county ; Dr. L. Humphrey, of St. Joseph county ; and James L. Ferris, of Henry county, to fill vacancies occasioned by the expiration of the terms of office of Messrs. Rose, Aiken and Wilson.

CRAWFORDSVILLE.—A letter from A. M. Hadley states that there were in the Preparatory Department, last year, sixty one students, and in the College proper, fifty-nine.

CHARLESTOWN.—Z. B. Sturgus in a recent letter says : “I have a pleasant school here, styled the “Barnett Academy,” for both sexes, with two female assistants, and three of my most advanced scholars as tutors. Last term there were fifty in attendance, of each sex ; this term forty-nine boys and thirty-nine girls.”

—Mr. Sturgus was educated at Salem, Ind., under the instruction of J. J. Morrison and James G. May. He has been teaching for more than twenty years—the last fifteen at the above named place.

Editorial Miscellany.

COLLEGE HILL.—Mr Brand, formerly of Franklin College, is now engaged in the Eleutherian College at College Hill. This institution is, we learn, in a good condition, and gaining ground. Mr. B. is much esteemed by the citizens, and with President Craven, that excellent teacher and philanthropist, is doing much good.

DAVIESS COUNTY.—A County Association was recently organized, and the teachers enter upon the work determined to win. Mr. May, of Salem, was present, and aided in forming the Association, and addressed the citizens on the "Education of the Head and Heart," very acceptably.

BLOOMINGTON.—The Monroe County Female Seminary, E. P. Cole Principal, opened its Spring session on the 7th ult. Mr. Cole is spoken of very highly as a teacher.

CONNERSVILLE.—We learn from Mr. Joseph Brady that the Graded School will probably not be open again till fall.

OGDEN.—W. W. Cheshire writes encouragingly of his school at this place, and says the future prospect is bright.

SALEM.—Jas. G. May writes an excellent letter, from which we take the liberty of making extracts.—"My school is in a flourishing condition. In one way I am able to accomplish considerable in the cause of education: at the present time I have in my school twelve country school-masters, who have placed themselves under my instruction in order to learn the art of teaching. Their studies are scattered all along through Arithmetic, English Grammar, Algebra, Geometry, Trigonometry, Natural Philosophy, Chemistry, Latin and Greek. All the young men are good and true, and add much interest to my school.

Last year the teachers in this, and the adjoining counties, wished me to open, during vacation, a school for teachers, but my health was so poor that I could not comply with their request. During the coming vacation, I contemplate holding such a school at this place. *

"At the earnest solicitation of the teachers of Daviess County, I recently made a visit to Washington, the County-seat, to aid in the organization of a Teachers' Association, preparatory to the establishment of an Institute. I reached Washington on the afternoon of the third Friday in March, and found warm hearted teachers awaiting my arrival. The teachers of Washington are earnest men in the good work of education.

* * Send the April number of the JOURNAL to the Daviess County Teachers' Association. Prof. Hoss' "*Teachers' Institutes*" is just the thing needed there.

—And thus we might fill pages, but we wish to glance at a few of our sister States, and see what they are doing.—

ILLINOIS.—The legislature, during the last session, made the munificent appropriation of \$98,000 for the State Normal University.—Gov.

Yates asks the Legislature to establish a school for idiots. He says there are 1600 idiots in the State, one-third of whom are fit subjects for training.

OHIO.—J. W. Hurtt & Co., have disposed of the *Educational Monthly* to Mr. E. E. White. Mr. W. is an able educator, and will make the *Monthly* as acceptable a periodical as heretofore—which is saying a good deal.—Cleveland has eleven public schools, in which ninety teachers are engaged.—The number of pupils enrolled in the Cincinnati public schools is 17,861; the average daily attendance, 13002.—The Legislature has passed a law reducing the time in which schools must be kept up from thirty-six to thirty weeks.—During the year Institutes were held in nineteen counties, attended by 1294 members.

MICHIGAN.—The Legislature has repealed the law for sending the Journal of Education to the school districts. A number of important amendments to the school laws have been passed. The school census hereafter is to embrace children between the ages of five and twenty years, instead of four and eighteen as formerly.

IOWA.—An exciting election has lately been held, in which the issue was between the friends of Free Schools and the "School killers." We are happy to learn that the Free School ticket was triumphant.

Wm. B. Astor, of New York, Hon. Wm. L. Dayton, of New Jersey, and President C. C. Felton, of Massachusetts, have been appointed regents of the Smithsonian Institute.

OUR OFFER.

We offer to any person who will send us the names of FIVE new subscribers, (with the money enclosed) an extra copy of the JOURNAL one year, and a copy of "Gleanings from School-Life Experience," or the "School Visitor."

For TEN subscribers, a copy of "Barnard's American Journal of Education," a year, or Harper's Magazine, or Atlantic Monthly.

For TWELVE subscribers, a copy of "Lippincott's Pronouncing Gazetteer of the World," a magnificent standard work, worth \$6.00.

For FIFTEEN subscribers, a copy of either Webster or Worcester's Unabridged Dictionary.

Subscriptions for the full year, and the money to accompany the order.

OUR BOOK TABLE.

A Practical Grammar, Based on the Structure of the English Language, and adapted to the Use of Schools and Private Students. By P. F. LAMAR. Philadelphia: JAMES CHALLEN & SON. Half roan, 60 cents.

From the brief examination we have given to this work we are inclined to speak favorably of it. The general arrangement, in which words, phrases, sentences and exercises are classified according to their

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THE MORAL RESPONSIBILITY OF THE TEACHER.—*Concluded.*

An Inaugural Address Delivered before the Indiana State Teachers' Association, at Indianapolis, Wednesday Evening, Dec. 26, 1860. By E. P. Cole, Pres't.

We have thus sketched a mere outline of this great subject. Time would not permit us to do more; and of necessity we leave the filling up—the insertion of all the minute details, to the minds and the hearts of those who have yielded us their attention on the present occasion. It only remains to indicate in few words the principal means by which this, the most important of the teacher's duties, can be successfully met and discharged.

First, the daily use of God's Word in the school.

Now, in advocating the claims of the Bible to its appropriate place in our schools we do not propose to speak of its influence upon the student as a means of intellectual culture. We do not design to descant upon its intensely interesting narratives extending backward far beyond the dim, shadowy, fabulous records of merely human pens, and containing the only reliable and truthful account of man's introduction into this world and the record of his doings for the first two thousand years of his occupancy of this planet; nor of the equally thrilling history of our race in the future, as dimly shadowed forth in the gorgeous symbols of Divine prophecy. We shall not speak of its profound teachings in the science of government, as lying at the foundation of all correct ideas of a just and impartial administration of human affairs; and as embracing the principles whose development constitutes the wide difference between

our own happy and free system of government and those of the darkest and direst of earth's despotisms. We shall not now call your attention to the lofty sentiments of its language—the gorgeous imagery of its poetic descriptions ; nor do we yet intend to speak of the manner in which it permeates our best secular literature, keeping it free from the taint of infidelity and gross moral impurity ; how it constitutes the Heaven-wide difference between Milton and Homer, between Young and Juvenal, and between Cowper and Horace. All this, though embracing a wide field, and at the same time intensely interesting and instructive, is foreign to our present purpose. We have to do with it now, as God's revealed will to man ; as the standard by which he is to regulate his conduct in this present life, and the only means by which he is to be prepared for the life which is to come.

And here we are assuming that the teacher, if he has not experienced the transforming influence of this Word upon his own heart, at least has a feeling of responsibility to God ; and who firmly believes in the rewards and punishments of another and future life.

To prevent all misunderstanding, permit us to observe that the individual, who in the discharge of his duties as an instructor of youth, has no reference to the arbitrments of another world, who acknowledges no obligation higher than that imposed by school directors, or by his patrons, is totally bankrupt of the first great qualification for his post ; and so far as *we* are personally concerned, we would infinitely prefer having our child under the care of one reeking with the small-pox, or upon whom was the foul taint of leprosy, than imperil his present and future safety under the supervision of one who does not feel that there is a day coming when he must render an account of his stewardship to a sinless and impartial tribunal.

We shall, of course, not be understood as claiming for the teacher the right of inculcating sectarian dogmas : there is abundant scope for instilling moral and religious truths from the Bible without in the least degree coming into conflict with any of the distinctive tenets of evangelical churches. ; and, by the way, these sensitive fears of sectarian teaching are strangely suggestive, and uniformly proceed from those who dislike all sects, so called ; who are only afraid that God's Word may have its legitimate influence upon the hearts of the young, and may thus preoccupy these hearts against a spirit of bleak, cold-blooded infidelity which it is the *real*

design of these exceedingly liberal friends of education to disseminate.

We are pleading in behalf of our common country—in behalf of the youth who constitute the hope of that country; and ask that a portion of each day shall be spent in studying the Word of Eternal Life; that scholars through it shall be made acquainted with their mutual social and moral obligations—their relations to one another, and more especially to their Creator and to a future state of existence; that the Bible shall be the great and only standard of ethics in the school-room; that whenever the teacher has occasion to speak of moral obliquity he shall pronounce such an act wrong, not simply because the statutes of Indiana proclaim it such; but because God's Word, emphatically the "*higher law*," asserts it.

There is, it is feared, a very large number of the schools of this State in which the Bible is not read, and probably not seen; and this too, in localities in which not a dissenting voice would be raised against its use. This unfortunate condition has been mainly brought about through the influence of teachers themselves, who, honestly believing that the Bible is not well calculated for a text-book in the department of reading, have substituted in its place the ordinary school readers on the plea of a better gradation and of a more complete adaptation for instruction to the purpose required. Thus the New Testament, which was formerly used in every school, and thro' which every scholar had to pass in his toilsome journey from Webster's "*Easy English Standard of Pronunciation*" to the English Reader, is now totally laid aside; and we have in its place sometimes *graded nonsense*, and what is more, not unfrequently *graded vulgarity*. Do not misconstrue our meaning—we by no means ask for the dismissal of graded secular reading books from our schools; for we consider them indispensable in making good readers; we only ask that God's Word shall daily claim a share of the pupil's attention.

We, the Educators of Indiana, have a high, a solemn duty to perform in this matter. This state of things just alluded to demands immediate reform; and to us attaches the responsibility of such reform. In our attempts at this we must, of course, expect opposition from various quarters, all more or less strong; and our foes are both wily and unscrupulous, and use means in their warfare as various as the base motives impelling them to their efforts. We must do battle with the open infidel and scorner who hates God's Word,

and who feels bound to do all in his power to obstruct its free influence, and to bring all to the same dark, cheerless level with himself. Again, we are to meet the wily minion of a foreign hierarchy, who hates and fears the influence of this holy book equally with the skeptic, and who is more unscrupulous in his opposition, because his personal interests, selfish and unhallowed to the last degree, are more directly involved.

And last, but not least, we must come into conflict with the dishonest and reckless politician, whose God is mammon, whose polar star is place and power, and whose entire system of moral and political philosophy is condensed into a single word—*expediency*; who, though professing to believe and revere the truths of the Bible, is still willing that interests indissolubly entwined around that Bible shall be sacrificed to secure a political majority, especially *his own*; who is at times so exceedingly liberal—so exceedingly tender of the conscience of others as to ignore his own; and who appears ever ready to sacrifice any interest, however imperishable, that seems to stand in his own way or in that of the party to which he acknowledges allegiance. Though in his public harangues he is profuse in his laudations of the Huguenots of Carolina and the Pilgrims of Massachusetts, acknowledging that under God we owe to those noble men whatever of civil and religious freedom we enjoy, still at times he will seem to forget that these very men came to this then savage land simply to enjoy the inestimable privilege of an open, an unfettered Bible; and those heroic, godlike men who met in the dimly lighted cabin of the Mayflower, and laid the foundations of our civil, religious and educational institutions, expressly recognized the Word of God as intimately allied to the best interests of these institutions.

The second means proposed, by which this responsibility is to be properly met and discharged, is Prayer.

If the teacher's profession is as exalted as we have attempted briefly to show, if it partakes so much of the spiritual, and is so nearly allied to Heaven, then it must follow as a natural sequence, that the teacher knowing and feeling his own weakness, recognizing his own short-sightedness and liability to err, will feel that he greatly needs that aid from above which will enable him to meet successfully all the requirements of his arduous calling. He will naturally feel that he needs God's strength to be manifested in his weakness, God's wisdom in the place of his own foolishness; that with such

side there will be no recorded failure in his experience arising from any fault of his. Now, if God's help is thus indispensable, if the teacher's whole experience is to be a series of signal mistakes in the absence of such aids—then the honest, conscientious teacher will feel that he must go to God for such assistance; and PRAYER is the only medium through which we can come to Him, the only channel through which He communicates strength and wisdom to his fallen creatures.

The teacher, who thus distrusting his own strength goes to the fountain of Almighty strength, feels an endowment of vigor, an elasticity of spirit, and a complete preparation for his toilsome task, to which the merely sensual and worldly instructor is an utter stranger. To such a teacher the peculiar annoyances of the school-room lose more than half their vexatious character. Coming to that room from communion with his God, his soul filled with that joy and peace which are from above, he is thoroughly prepared for whatever may arise during the day; better prepared, and with clearer intellect, to communicate mere worldly instruction,—infinitely better prepared for that higher instruction which links his profession with that of the "Great Teacher." And thoroughly prepared, too, for administering in those unusual cases which sometimes arise in the best governed schools. But shut the teacher out from communion with the spiritual, unseen world—separate him from sympathy with the higher and holier influences of Heaven, divorce him from the superintending and sustaining power of the great Father of all, and you drag him down to earth and confine him there, you tie him to a calling allied to that of the miserable galley-slave chained to his car.

The third and last means proposed is a consistent life on the part of the teacher. This last duty is equally important with the other two, and indeed the result of them both; for if the former two have their legitimate influence upon the heart of the teacher, they can but produce that deportment, that consistent life which shall best exemplify and enforce his instructions. Though we do not believe in the adage that "example should go before precept," still we insist that they accompany each other, as it were, side by side. The successful teacher must let his own example constantly illustrate and enforce his precept, must let it be the full and complete embodiment of the principles he professes to believe, and which he inculcates. He thus shows that his instructions are not merely abstractions, only ideal images of a more desirable state of things—a state not attainable in

this life. Many a teacher signally fails to make any suitable, lasting moral impression, simply because he does not himself practice the virtues he inculcates; his own conduct gives a palpable contradiction to all that he teaches, and is a bitter sarcasm upon his professions. Such a teacher does infinitely more mischief by such an inconsistent course than if he left the entire subject of moral instruction wholly untouched. Better, incomparably better that the pupil should never hear a moral precept, if that precept is not to be supplemented by consistent action—if the teacher's life is to be a bitter mockery of all he would have his scholars believe.

In all this matter we would have the teacher fully aware of the potency of his "*unconscious tuition*," of the effective manner in which his every act, his entire deportment is sinking down deep into observant eyes and retentive memories, and fastening upon plastic, impressible minds; and all this too, while he may not be uttering a syllable, and is perfectly unconscious of any effort at communicating instruction; so that all he does, as well as all he says, is indissolubly connected, for weal or for woe, with the present and future interests of all intrusted to his care.

It is a well recognized principle in the physical world that if you impart an impulse to any particle of matter, that impulse is communicated from particle to particle till every atom in the wide domain of God's universe feels the force. Thus equally in the moral world; every impulse we give, either by word or deed, never loses its influence, but goes on cumulatively communicating its force, till eternity only, limits its effect. This is a thought intensely interesting, and comes to us freighted with all the solemnity of which thought is capable—that all our words and deeds, all that we say and do have not only a powerful influence for time, but that influence, increased, varied, and fearfully multiplied, will go on enlarging in that ratio while eternal cycles shall roll on. In view of this stupendous thought, well may we exclaim in the language of Holy Writ: "What manner of persons ought ye to be in all holy conversation and godliness."

Such, very briefly, are some of our duties in the premises—duties with all their solemn responsibilities, their high hopes, their immortal aspirations clustering, thickly clustering around them. These duties we must meet manfully as earnest teachers, as christian patriots; and that as we shall answer to our Judge when the earth and the sea shall give up their dead.

In view of this theme are there any disposed to think that we have laid too much stress upon it, or improperly magnified its importance? If there are such we would earnestly recommend them to the great fountain of wisdom, the Bible; and by that test ascertain whether we have attached too much importance to an earnest culture of man's moral nature. Are there any disposed to shrink from this, the most important of all the teacher's duties, to esteem it a hard task, and to say with one of old, "who is sufficient for these things?" Let us cast behind us the discouragements, disregard the toil, and fix our eyes upon the abundant harvest promised us as the reward of all our toil—of all the efforts we may make in this the higher department of our high calling.

"Fix your eye, fellow teacher, upon any one of the many pupils under your care; and reflect that whatever impulse you give him now is an impulse upon a career that shall never end. He will be soon remanded away from your hands by the great Parent of all—he called to stand upon a loftier theater, and to take a part amid sublimer scenes. It is yours to furnish him a preparation for life; but *life itself*—what is it but a pupilage for immortality! As yet we know but little of his future state of being; for "we see through a glass darkly, and "it doth not yet appear what we shall be," but we have the strongest reason to believe, that that mind, which you now cultivate with such anxiety and pains-taking, will then yield a ready and perfect obedience to all the present laws of its nature. It will then, as now, be progressive; not indeed as now, slowly and laboriously, and fettered by these cares and this coil of mortality; but springing into its native element, and freed at once from this clog and cumbrance, it will sweep on toward perfection with an ever accelerated progress through eternal ages. To what attainments will it grow in that endless course! What infinite knowledge! What immense intelligence! It is a glorious anticipation for both teacher and pupil—not less true in philosophy than solemn in thought—that in the course of that unending progress it will not only reach and overpass the grandest exhibitions of earthly mind, but in its most ordinary exercises shall even emulate the clear and all-comprehending intellect of the tallest archangel that "adores and burns before the throne of God."

Is this fancy, the prompting of a fervid imagination, an ideal image rather than the stern, cold realities of an arduous profession? We feel that it is not; that there is not a stern, but a charming re-

ality in all that has been said ; that even the half has not been told. If so, then what glowing prospects are spread out before us ! what abundant encouragement cheers us on through all our toil to the full realization of our fond hopes and our bright anticipations.

We are standing before some splendid edifice, the work of one of earth's most skillful architects ; and though grand in its proportions, artistic and beautiful in all the details of its exquisite construction, shedding almost imperishable honor upon the mighty intellect that could plan and the skillful hands that could rear the wondrous pile, yet the feeling obtrudes itself upon our minds that that imposing and gorgeous structure is destined, like all things of earth, to fall ; and when time shall have laid his effacing fingers upon it, it shall crumble into dust, and the light breath of summer shall carry it away ; while the immortal structure, whose foundations and corner-stones we are laying in this lower world, shall go on increasing in magnitude, enlarging in symmetrical proportion and springing into celestial beauty, till, through the ceaseless ages of eternity under the eye of the great Master Builder, shall be realized their full, their entire conception.

"I paint for eternity," was the reply of one of the greatest artists of antiquity when asked why he spent so much time upon, and elaborated so carefully the splendid creations of his intellect. Let us, fellow-teachers, adopt this as *our* motto ; let us resolve that we will *teach for eternity*—that in all our efforts we will have a constant reference to the great day of accounts ; and when that day shall come, when in the presence of earth's teeming millions we shall meet, face to face, before the "great white throne," all whom we have taught in this lower world, may we meet the approval of the 'Great Teacher,' our Judge.

De Bow's mortality statistics, compiled from the last census, show that the people of the United States are the healthiest on the globe. The deaths are 320,000 per year, or one and a half per cent. of the population. Virginia and North Carolina are the healthiest of the States and have 648 inhabitants over one hundred years.

[For the Indiana School Journal.]

THE CLAIMS OF COMMON SCHOOLS UPON THE LEARNED PROFESSIONS.

It must be evident to the friends of popular education in Indiana, that the cause is greatly in need of more earnest and able advocates. Although recent legislation has opened the way for improvement, much hard work remains to be done. A general apathy still prevails upon this subject; the people have but a faint appreciation of their wants; our cities and villages are far from being prepared to make the large expenditures which will be required in order to secure a liberal provision for the free education of the masses.

Who then shall plead this cause? The politician cannot be depended on as its champion, unless it is already a popular measure. His policy is to labor for what the people ask rather than what they need. The wealthy classes cannot be expected to be zealous in this cause, for the fear of taxation is ever before their eyes; the poor, on the other hand, who are in most need of this benefaction from the State, unfortunately have not the ability, but to a limited extent, to work successfully upon the public mind, through the press and on the platform.

If we except the professional teachers, and official guardians of public instruction, we believe no persons in community have greater responsibility in this matter than those composing the Clerical, Medical and Legal fraternities. It is obvious, at once, that those professions have superior qualifications and facilities for aiding the cause in question which need not be dwelt upon here. Of course, motives of patriotism and benevolence should also influence them, as well as all other good citizens to do their utmost for the elevation of the masses. They have, too, a *personal* interest in this subject, which should make every member of these fraternities earnest friends of the Free School. On the last point we wish to speak particularly.

We are aware that in some countries the learned, professional classes favor a different policy. We are told, for example, that the Brahmins of India choose to keep the masses in ignorance. They seem unwilling that the secrets of science should become the property of the lower castes of society. They rule through a superstition which will not bear the light, and naturally enough conclude

that the arts and culture of civilization are a dangerous possession in the hands of the people. But with us the case is widely different. No useful profession depends for its existence or its prosperity upon popular ignorance. Just the opposite rule applies. Degrade the people, and the professions will be degraded in a corresponding degree—raise the standard of mental and moral culture among the masses, and the character and usefulness of the professions will be likewise improved.

This remark is obviously true in the case of the Clergy. "Like people, like priest," is a maxim which holds good in more senses than one. In regard to the moral and religious instructors of community, the same rule applies which obtains in the commercial world,—the demand regulates the supply. The people have their notions of the proper qualifications of the ministerial office, and what the majority are pleased with, and nothing better, is usually supplied.

The improved facilities for education which we already have in this day, and the general spread of intelligence, have wrought great changes in all religious denominations. The world enveloped in mediæval darkness was quite content with indolent, illiterate priests, so long as they bore the title and sacred insignia of office. But old things have passed away. An age of great mental activity has dawned upon us; a spirit of inquiry has been awakened in the public mind, giving a fresh impulse to the cause of higher education, and producing as its fruit, abler and more successful defenders of the truth.

We hear of one locality in our Commonwealth where the minister can safely boast before his edified auditors that he has never seen a Grammar, nor "rubbed his back against a college desk." We fear that brother would suddenly find his occupation gone, should the well-trained schoolmaster come with Ray, Pinneo, McGuffey and Cornell, and open their wonders to the children and youth of his benighted flock.

But an improved school system will not only tend to raise the standard of ministerial qualification; it must also contribute largely to the success of the work in which the profession is engaged. It is now, we believe, an exploded notion that learning and piety are arrayed against each other. Our religion claims to commend itself to the intelligent reason as truly as the heart and conscience of man,—it desires to be tested by science and learning, confident that they will be its handmaids and lay their treasures at its feet.

The school which brings every child in community under a wholesome mental discipline, is doing the best possible service for the cause of truth. The minister who appreciates most deeply the spiritual wants of his people will be first to welcome the elementary educators who come into his parish. These humble laborers are preparing the soil to receive the seed of christian truth.

We have seen the opinion somewhere expressed, that some tribes among the heathen are too low in the scale of mental development to comprehend the spiritual ideas essential to an understanding of our religion. Whether this be so or not, we know the missionary hopes for little success in his work, until he has constructed an alphabet, and practically introduced the appliances of the common school.

Though Roman, Grecian, and all history, teaches that learning alone will not make a people virtuous, it does however teach that learning is an instrument in the hands of Christianity which it cannot afford to dispense with. Ignorance is, we know, an ally of vice and crime. Statistics of our penitentiaries show this. Those who have labored in behalf of criminals say also there is more hope of the reformation of the intelligent than the ignorant. In whatever aspect we view this subject, every friend of the truth must see that it will be a sad day for the church if the illiberal policy in regard to public instruction is pursued.

What we have said of the personal interest of the clerical profession in the cause of popular education, is substantially true of the other professions. The physician who has any desire to see greater progress in medical science, and the good name of his fraternity redeemed from the reproach of quackery, will certainly hail the day when the rising generation shall have in our common schools, such wholesome lessons in common sense, Physiology and other kindred studies, as shall qualify them to distinguish between the scientific practitioner and the vender of nostrums. The healing art suffers perhaps more than all other callings from the ignorance of its patrons. Even when schools of a high rank are enjoyed, physical education is so sadly neglected that the simplest laws of health are not understood by those who claim to be liberally educated. The result is the the charlatan can bear away rich rewards, the gains of imposition and brazen conceit; while it often happens the only man fit to deal with diseases is driven from the field. In this way the profession is drag-

ged down ; its ranks are filled with a multitude of ignorant experimenters, tolerated by the people who are willing to pay to be experimented upon.

We confess it is not so evident at first that popular education is a special advantage to the lawyer's business. The demoralized condition of society, for which the Free School is a needed remedy, affords our brethren of the bar abundant employment. The policy we advocate, if carried out, might greatly reduce the cases on the criminal docket ; fewer thieves and robbers would need the services of Attorneys ; but it is a base and selfish spirit, and in the end a mistaken policy, which wishes the evils of crime and litigation to continue, to give occupation to a hundred advocates instead of fifty. The true friend of his or any other calling does not ask what will fill its ranks with the greatest number, or yield the largest aggregate revenue. He is jealous for the honor, the character of his fraternity, and these he knows must ever be vitally involved with the intellectual and moral culture of the people. He knows, moreover, that the progress of society must be continually opening to his calling new and inviting branches of business which will yield abundant rewards to his toil.

What we have said will not be in vain if it shall excite in any of the professions named, a more hearty interest in the cause of State education. Upon this large and influential class a special responsibility rests. Their services are needed. Their own private interests, as well as benevolence and humanity, urge them to earnest efforts. Let the minister plead the cause of the poor who perish for the lack of knowledge ; let the physician, the lawyer, the author, in their positions of commanding influence, become advocates of popular education, and our reproach as a State will be speedily taken away.

The cause which has enlisted the sympathies and called forth the eloquent appeals of such men as Chalmers, Brougham, and Macaulay, in England, and many of the best minds of our own country, surely needs in this State the united efforts of all the friends of letters.

N. A. HYDE.

The London *Times* says that Great Britain has already expended \$200,000 in the attempt to suppress the slave trade.

[For the Indiana School Journal.]

EUROPEAN CORRESPONDENCE.

STUTTGART, March 25, 1861.

In the little country of Wurtemberg there are four seminaries, which may be called preparatory-theological, as they are for boys between the ages of fourteen and eighteen who are destined for the church. They are the only institutions of the kind in Germany, and are supported entirely at the expense of the state; not only tuition, but board and lodging being free. Even clothing is procured at very little personal expense, as the wine which each youth, according to the law of the foundation, was to enjoy with his dinner, has been found injurious and withdrawn, and the loss compensated by sixty guldens, or between twenty-five and thirty dollars annually—enough almost to furnish the wardrobe of an economical German boy.

The instruction is exactly the same as in the Gymnasium, and it is not until the entrance into the university that the attention is turned particularly to theology. Some of the most reverend men of God—the strongest pillars in the church that Germany can show, have come from these schools; but as it is impossible to determine positively the future vocation of boys at the early age at which they begin their preparatory studies, not only theologians but men of every description and profession—soldiers, actors, literati, emigrants to America, statesmen, physicians, and even philosophers who set their daring ladders over against mother-church and attempt to scale the very towers of Heaven, are products of these schools. However, those who do not choose the ministerial or the pedagogical profession are required to return to the government the cost of their education. This is but a small sum: for the four years but two hundred dollars.

The annual number of admissions into each school is limited to thirty, the applications are generally from sixty to ninety.

Every year at the opening of a common school, the Preceptor asks, Who are candidates for the theological school? "I! I!" answer at least a quarter of the scholars; for, if it does no good, the parents think it at least does no harm to prepare for the examinations: the preceptor will take more pains with them. From this hour the candidates, though they may be but twelve years old, are not so often seen playing, or running, or amusing themselves, as other boys; they enjoy the privilege of private lessons, and have the pleasure of translating Sallust for their own amusement. They are at the same time the pride and torment of the Preceptor. "What sort of an examination will you pass! I'll not be able to get a single one of you in!" he sighs from day to day.

In September they are taken to the Gymnasium to be examined, going from the little towns in omnibuses or modest covered wagons. The pleasure of their journey and the feeling of their importance, outweigh with the boys the dread of the crucible in which they are to be melted. But enough of anxiety can be read on the faces of the fathers and teachers who crowd around the fateful doors of the examination hall. There is a great shaking of hands among them, and here and there exclamations of surprise, as, "Why, how do you do, old fellow? Have you a boy old enough too?"

During the long hours of waiting they talk of the days when they went through these doors, and share their present hopes and fears with each other. When the youths come out the first question of father and Preceptor is, "Where is your examination exercise?" If they find a mistake marked, woe to the unlucky boy! "You stupid fellow! How could you make this of all mistakes? you never did anything so badly before!" "And the rascal could do it well enough," complains the father, "it is pure laziness in him!"

Somewhat remarkable it is that all parents would rather think their children lazy and careless than incapable, even if ever so diligent. Now, after a new but shorter period of suspense, a messenger from within appears and announces the names of thirty successful applicants.

In connection with this notice of the preparatory-theological schools, the following, (said to be true,) of a Week in the School-life of a future Theologian, may be interesting to at least the younger readers of the *School Journal*:

Louis was the son of the Pastor of Grossendersperg; he was a fine, industrious fellow, and destined without any question for the church. For a year his father gave himself all conceivable pains to prepare him for the examination. He spared neither flesh nor blood, neither encouragement nor blame, neither stick nor hand in opening to his son the classic treasures of antiquity. Louis showed himself willing and docile, although he often could not help thinking his teeth would be worn to stumps before he would have the nut his father praised so much cracked. But when the important year in which the examinations were to take place, dawned, the Pastor began to question within himself whether the preparation he was giving his son would really be sufficient. At last he set off on a journey, taking his wife and Louis with him, to see a famous Preceptor who had for three years in succession succeeded in getting from eight to ten boys through the examination.

The preceptor probed the boy thoroughly, but, alas! the result was not satisfactory. The Latin would do, but in Greek the failure was total.

"It is not possible," said he to the disappointed father, "not possible to get a boy on so fast when he is alone as when he is with a class."

"If you take my Louis from this hour can you have him ready by fall?"

"It is much to be doubted," answered the Preceptor, shaking his head reflectively, "much, very much. He would have to work tremendously; but I will undertake it if you leave him here now."

"But in May he is to be confirmed, and I should like so much to prepare him myself."*

"You can't do it. I am sorry, but we have not so much as a half hour to lose. The chance of getting him in is little enough with the utmost diligence. They say there will be at least 123 applicants.

"In heaven's name then!" consented the father, "but I will at least confirm him at home. May God guard you, Louis! Study diligently, and pay attention to all the Preceptor says." The mother promised to send his shirts and bed. They parted from him with tears, exhorting him to be a good boy, and always wash himself clean.

From this hour Louis was never to be seen alone. Punctually at ten he appeared each day in the school recess, armed with a monstrous piece of black bread, and receiving and returning the hostile glances of the "town-boys," as those lads were called who came to school from their parents' houses. As the Frau Preceptor faithfully provided his body with solid, nourishing food; so the Herr Preceptor nourished his inner man abundantly with the divine milk of classic languages. To remedy his deficient Greek, to build up his Arithmetic, and to give him the religious knowledge necessary for confirmation, the boy enjoyed the benefit of two private hours. There would have been no time for sleeping, much less for recreation, had not the Frau Preceptor earnestly represented that even geese, while they were being stuffed for slaughter, grew fatter if they were allowed between feeding times to walk around a little, and begged that the boy might here and there be at liberty to breathe. In consequence the Preceptor graciously withheld his stuffing hand at intervals, and Louis soon gave the finest hopes.

The Easter holidays he was permitted to spend at home, and the Preceptor built great expectations on the thorough digestion the rest would affect, but gave him as he departed a sheet of exercises for home amuse-

* About the age of fourteen every German is confirmed, or becomes a member of the church. During months before, daily instruction in the Bible and Catechism is most conscientiously given by teachers and pastors. Yet, notwithstanding the amount of religious knowledge which is thus really instilled, the facts that everybody is confirmed and that it is required by the State, cause it to be too often regarded as a mere ceremony, marking a step in life—a turn in the journey which comes as a matter of course.

"We don't get whipped after we are confirmed," says a school-boy who can easily count the days of his school-life in which he has not felt the rod. "How much shall I pay?" asked an American boy of sixteen, in my hearing last winter, of the man who guarded the skating pond,—"Everybody who has been confirmed," answered the man, "pays three kreutzers." "But I have n't been confirmed," said the young American, handing over his three kreutzers. The man looked gravely after him and shook his head, doubtless wondering how the heathen had become able to speak a Christian language.

ment. The mother had ready for her darling an Easter hare,* which was twice as large as usual, and the father was delighted that he could himself sow good seed into the heart of his son before the confirmation. But in the midst of all the joy, Louis fell sick, though not dangerously. The Pastor wrote, "Under such circumstances it will certainly be best for my son to remain at home, at least until after confirmation." The Preceptor replied, "By no means, if Louis recovers only three days before the confirmation you must send him here. We have not a minute to lose. I have heard 130 are preparing for the examination. Will send him safe home for confirmation."

In eight days Louis was well. He returned conscientiously to the Preceptor's, where on the first evening the Frau regaled him with warm tea, the Herr with Greek. All now went on well—grammars, dictionaries, and exercise-books were not in briik play but in the sternest requisition. Louis must work with all his might to go home Saturday for confirmation, but on Wednesday evening the poor fellow came out of his Arithmetic with a violent cold and fever, so that the Frau hastily put him to bed and declared him sick. Thursday morning the Preceptor sent a messenger to the Pastor to say that Louis could not go home. As there was no daily post to the village, relays of beggar boys carried the message. Early Friday comes a man with Louis's confirmation-clothes, and among them a charming frock coat and a towering hat made by an intelligent hatter out of an old one of the Pastor's. Accompanying the clothes is a note from the Frau-Pastor earnestly begging that if the boy is better, the clothes may be returned, and he may be sent home in the Post-wagon. Friday evening Louis is better, and the Frau Preceptor sends his clothes hastily home again, as she has discovered a slight deficiency in the coat; she sends also a message that Louis will go home the next day.

The mother is delighted; she makes cakes and pastry, and even sets her table with the fine damask cloth her mother gave her when she was married, and the silver knives and forks that used to be her grandfather's. But here comes a new messenger whose manner is ominous. Anxiously she breaks the Frau-Preceptor's seal: "I'm afraid Louis is too weak for the journey—please return his confirmation clothes." The poor mamma!

The boy is off with the clothes when a new thought occurs: "Now Louis is to be confirmed at school, and will not have anything extra to eat; for it can't be expected that the Frau-Preceptor, with all the care and trouble she has, will go into the kitchen and bake and cook." The thought is painful, and she sends after a poor cobbler who is always

* Every child at Easter receives a present of colored eggs, and a sugar hare, that he may (so says a German friend of ours,) enjoy this great day according to his capacity for happiness.

ready to run on errands, and amidst the sighs of the younger children, she packs all her delicacies into a box and sends them to the Frau-Preceptor, with the request that she shall share the box with Louis.

On Saturday evening Louis feels better, and the doctor thinks home would be the best cure for the poor boy.

"The Post-wagon goes in half an hour. Quick, dress him warm! There is time yet." The clothes are brought in, but where is the Sunday coat? Louis asks the maid, the maid asks the Frau, the Frau asks Fritz, Fritz asks Christian. Nobody knows any thing about the coat. Chests and drawers are stirred up in vain. At last it occurs to the maid that when she was brushing the clothes, she left the coat hanging on the rack. It was no longer there, it must have been stolen. The Postillion blows his horn. Louis puts on his well-darned, every-day jacket, and wrapped in numberless shawls, he and his confirmation clothes are shoved into the wagon.

The patient boy now lies back in the corner of the wagon for a comfortable sleep,—he thinks he is at the end of his troubles, and dreams of his mother. There—What's the matter?—a jolt—a curse from the Postillion—a scream from the passengers,—the wagon is upset and Louis under it! The night is black as pitch; all is confusion, terror, screams and curses. At last comes a lantern; the conductor counts the heads of his charge—one is missing, but in a moment Louis is discovered, unhurt, though stupefied and covered with dirt.

The wagon is broken; the conductor and Postillion after they have walked backward and forward and grumbled over the road, resolve to take it slowly back, and advise the passengers to spend the night at the next village. But Louis, usually so gentle and submissive, steps up resolutely and declares he must go home this very night, for to-morrow he is to be confirmed. The conductor understands, and the much tired Louis is at last packed into a one-horse wagon.

In the Pastor's house in Grossendersperg all lay in deep sleep. At midnight the bell rang. The Pastor's wife sprang up in terror: she knew it must be bad news from Louis. Tremblingly she lighted the candle. Is it Louis, or is it his ghost? It is Louis, in miserable plight certainly, yet with whole limbs. The Mamma did not stop to ask questions, but with a "Thank God, it is you!" she drew him in and gave him the Indian's Elixir of Life—a good, warm soup. Then she tucked him up in bed as only a Mamma can tuck one up. All this time the Papa slept on, stout and strong.

The breakfast next morning was a bright point in this week's troubles. The father said, sighing, "To-day our boy thinks of us too. Mamma, let us pray for him!" But look! a small head appears through the open

door, and the Pastor with his girls and boys start up with a five-voiced shout, which rings throughout the house.

But now he must be prepared for church. "Louis, where are your clothes?" asked the mother. "Oh, I forgot them! they must be in the broken wagon." And your Sunday coat? "It was stolen." And where my child, is the box with the cakes I sent to the Frau-Preceptor? "I don't know anything about that."

The Pastor's wife was silent. The Papa's coat was seven times too wide for him, and in the old jacket he could not go.

At last little Augusta cried—"Mr. Baufalter is as slim as Louis."

Mr. Baufalter was a poor little school teacher. His coat did not quite reach to Louis' ankles, so Louis wore it to church. But he thought little of his clothes, for he had the adornment of a pious, devout heart.

For dinner they had nothing extra but batter-cakes, and here ended the boy's trials.

The number of candidates in September had melted down to ninety, and the Preceptor victoriously carried Louis and six others through the narrow gate.

This story is told by Otilie Wildermuth. I retain the title Frau, because it is an untranslatable peculiarity. It is invariably given to married women, from the Frau Queen down to the Frau Soap-boiler.

M.

STORIES FOR CHILDREN.

BY SARAH C. SAWYER.

Perhaps the little folks of the great cities think we of the woods have a very lonely time of it, away from the city and its sights. But we think we have as much beauty here as anywhere on earth; we think the Recording angel writes as much good of the poor who live in the woods, and as little evil, as of those who live in more polished society; and no one can doubt but that our *little* folks here are as "pure as the earth ever saw."

Some time since as I was walking out, I met two little girls of the ages of ten and six, and a little brother. It was very cold, and the wind blew bitterly. The younger of the little sisters began to cry, piteously, with the cold. The older one in vain tried to comfort her. Directly the little brother exclaimed, "Oh, Fanny, don't cry sister, and I'll pull off my coat and put on you." And forthwith he transferred the warm coat

from his own little back to hers, and then taking her hand in his jogged along, kindly soothing her with such remarks as, "We'll soon get there! Oh don't cry, sister, she'll soon get warm with brother's coat on," &c.

It was a beautiful sight, to see a little eight-year-old practicing such generosity—denying himself to make another comfortable; and Oh how happy he felt to see his little sister's tears cease flowing! He felt not the cold in his little arms! His little heart was beating warmly with the happiness that always comes from making others happy; for it is no more certain that the running stream flows downward, than that the happiness we make for others will flow back into our own hearts, making us ten-fold happier. Jesus Christ has said "take no thought for yourselves," and I think it was the mother of John Quincy Adams who said she had lost so many friends, and was so lonely in her old age, that she had learned to make herself happy, by enjoying, and striving to make others happy.

Noble employment,—noble old woman! Little friends, let us imitate her.

A SUNBEAM AND A SHADOW.

I heard a shout of merriment,
A laughing boy I see;
Two little feet the carpet press,
And bring the child to me.

Two little arms are round my neck,
Two feet upon my knee;
How fall the kisses on my cheeks!
How sweet they are to me!

That merry shout no more I hear,
No laughing child see;
No little arms are round my neck,
No feet upon my knee!

No kisses drop upon my cheek,
Those lips are sealed to me.
Dear Lord, how could I give him up
To any but to Thee!

Christ's cross is the sweetest burden that I ever bear; it is such a burden as wings are to a bird, or sails to a ship—to carry me forward to my harbor.

Haste and rashness are storms and tempests, breaking and wrecking business; but timbleness is a full, fair wind, blowing it with speed to the haven.—*Fuller*.

ORDER.*

BY B. C. HOBBS.

Our Executive Committee having limited this report to fifteen minutes, I will proceed, without taking time for a preface; and shall endeavor to give you a concentrated article—what the doctors call a "*Liquid Extract*."

There are certain elements essential to the character of a successful disciplinarian, a few of which may be hastily noticed.

Order requires *Industry*. A dull, sleepy teacher, who has not energy, life and action, need never expect to succeed. Order is the work of labor, and will not dignify the halls of learning without it.

Punctuality is also essential. It requires a regulator in the propelling power of machinery. A teacher must have punctuality as the regulator of his discipline. Attendance, recitations, and dismissals must all be obedient to it. There is a kind of *periodicity* in man—he eats, drinks, sleeps, wakes and lives by it, and his movements are most agreeable to himself, as well as to others, when he has a time for everything and everything in its time.

Watchfulness must be habitual. A teacher must be a "Wide-awake" in the true meaning of the term. He must be quick to perceive, and prompt to act, as the occasion suggests.

Self-control is indispensable. A fiery, resentful teacher is in frequent trouble. He should keep calm, cool, and conscious of what he does and says. It is hard to undo a precipitate act or recall an inappropriate word. When wrath comes unbidden, smother it; keep reason on its throne, and let conscience be heard in the strife of passions.

A teacher must be uniform in his order. Indeed, we cannot call that order which is without uniformity. Some are extremely careful, when company are expected, to train *rapidly*, in anxiety for the occasion. The school not having the habit of order, on the approach of company, either become forgetful, or fail to reach the teacher's expectations. Such order often reminds me of the matron who was expecting her city friends on a holiday visit. She assembled her children,—told them that when their aunts and cousins came, they must be sure to say, "How do you do sir? How do you do ma'am? Yes sir, Yes ma'am, No sir, No ma'am, I thank you sir, I thank you ma'am." The children, very intent on the performance, when aunts and cousins came, arranged themselves in a row, bowed and said, "How do you do sir, how do you do ma'am, yes sir, yes ma'am, no sir, no ma'am, I thank you sir, I thank you ma'am," and turning to their mother added, "There, mamma, we've said it!"

* A report read before the State Teachers' Association, Dec. 27, 1860.

Such disappointments and mortifications are often met with in the school-room for want of a *uniform discipline*. The school should be ever ready for company. Better stop recitations at any time than to advance without order. Let it be a *Sine qua non* at all times, company or no company, and when friends call, you can give them a mutually pleasant reception.

A teacher's eye should be habitually trained to see floor, desks, wall, yard, premises, everything; and should feel the sensation of pain when all is not as it should be. It might well be made a grave question, if a school without neatness, inside and out, should be entitled to the educational funds of the State. A teacher must have a conception of what is essential in all these matters,—of a general fitness of things all around him, and a will to attend to them.

A good disciplinarian must have *originality*. He may learn much by observation and experience, but he must conceive what he needs for himself. We must all find that we cannot safely copy beyond certain limits. Every well regulated school must be like itself. Like every well made man, it must have *individuality*. To reach this it requires some central leading object, from which others radiate. That central object is the design which has created the institution; by this we judge of all the rest.

A writer on etiquette says that dress must have its central regulator. You see the gentleman first in the clean bosom and neat neck-tie. We then wish to see and adaptation of his dress—from hat to boots.

It is so with a farm. You begin with a neat house, yard and garden; then radiate to the circumference, keeping in mind the leading design, and you are able to see beauty blend with suitability. It may resemble other farms, but be like none. So must the school be—so, the teacher.

The good disciplinarian will not overlook the laws of Physiology. He will consider the physical necessities of his school. He will find that pure air and an active flow of blood will give a healthy action to his *own brain*, as well as his pupils; and he will not consider his dignity lost, should he occasionally kick the foot-ball, and let his voice right merrily ring out. If any one is doubtful on this subject let him read the experience of Pestilozzi, who got into the secrets of the profession and practiced them. "Be a whole man at one thing at a time." When you play, *play*—when you teach, *teach*; and let your school see that you are ever up to what you are at, out of doors and in. If you would shoot well, let your bow be unstrung when not in use; but be careful when you mingle with your pupils thus, to make yourself in the fullest sense of the term a *man*, and it will never lessen either your dignity or influence. Much of the teacher's want of qualification to govern himself and his school, grows out of the neglect of regular, active, animated exercise.

Were I to judge by myself, I should say that the art of school govern-

ment is acquired by attention and reflection, and is matured by experience. Some may be gifted more than others, but the qualities here noticed I consider essential to all. Success mainly depends on an earnest resolution to succeed well, and cheerful patience in overcoming difficulties.

No teacher can excel in his profession without a high aim. He should take both the Creator and his works for models, and although he may never exactly imitate, he will approach nearer perfection, than when he copies lower standards.

"Order is Heaven's first law," is an old and beautiful adage. We see it illustrated in the vegetable and animal kingdom, in the continent and ocean, in the planetary system, and in the beauty and method of the universe. Everything in the works of the great Jehovah, is but a lesson exhibiting forethought, design, object, *order*,—a fixed and matured plan of reaching results—the end being seen from the beginning. It should be man's highest aim to be like Him, and to reach this he must act in sympathy with, and in imitation of his great Author. He must study His laws, enter into His designs, and feel a dependence upon His Providence. In this, calmness, firmness, and a fixed purpose must mark all the features and movements of the man.

The successful teacher must see a rational way to reach his objects ; a way that will be justifiable by the laws of the land, by the common sense of mankind, and by his own conscience, and then make it work. Never enter upon a purpose until you can see your way through, nor let passion blind you. "Be ye angry and sin not." Think well of what you say, and never proceed without a consciousness that both Church and State will defend you. The eye must be steady and look straight to its object ; the voice must be calm, and the words plainly uttered—without insult, braggadocio, unmeaning threats, or scare-crow terrors. The boy that would contest your authority, first aims to unman you. He would work you up to ungovernable passion, that will betray folly and lose manliness, and then he can do with you what he wishes, and the magistrate may take sides against you. Do not let him reach his object. Many unsuccessful teachers fail at this point.

Conscience must be kept busy on its throne and rule well. It will regulate the predisposition to partiality, guard you against making favorites, and make you willing to risk much in the line of duty. It will caution you against short cuts to reach ends by unjustifiable means ; and admonish you that the right way is safest and best, though not always most expeditious. Conscience is your window toward Heaven, and when you can see your Divine Author through it, it will calm you in trials, and spare you of unnecessary fretfulness. It will teach you that all men are frail, and need the aid of Him who rules over *mind* as well as *matter*.

There is a constantly acting, and all-powerful Providence, who hears

and answers prayer ; and every system for the government of nations, states, schools, or families, must recognize this fundamental principle to secure his blessing. As we see and understand this law we recognize the power of *love*. We are not satisfied to be feared alone : we would be loved as well as feared. Fear and love should merge in obligation to the same Great Author, and in imitation of Him, we will cultivate kindness, gentleness, and patience toward others, and a deep interest in their welfare ; an interest that prompts us to make sacrifices, and endure privations. As selfishness leaves, love enters.

These principles must be recognized in all good and perfect government. All order without them is imperfect—but a partial success.

PHYSICAL CONSTITUTION OF THE SUN.

The opinion has long prevailed, that the sun is a dark globe, invested with two immense envelopes, the inner one being an atmosphere of sombre clouds, and the outer one a gaseous, self-luminous source of light and heat. External to these is supposed to be a third envelope, formed of an accumulation of roseate clouds. The spots so frequently seen on the solar disc, have been attributed to openings through the exterior coverings, exposing the dark atmosphere within them. M. Leverrier, in his report on the recent solar eclipse, expresses the opinion that the greater part of these envelopes are only fictions. The sun he regards as a luminous body, liquid or solid, covered by an atmosphere of roseate matter and possessing a very high temperature, thus falling within the law common to the constitution of celestial bodies. M. Fage and Baron Feilitzsch in their reports to the French Academy, state, however, that the eclipses of 1860 furnish the most decisive evidence that the corona and luminous clouds are optical illusions, and are not due to the essential constitution of the sun, or of his atmosphere. The former of these eminent physicists even goes so far as to affirm that a comparison of the results of various observers seems to confirm the opinion, that the central luminary of our system has no atmosphere whatever, and that the appearances recorded are purely optical.

There is no more certain sign of a narrow mind of stupidity and ignorance, than to avoid the society of those who think different from us.

Practical Teaching.

A. R. BENTON, EDITOR.

SCHOOL MANAGEMENT.—No. 3.

Having considered in the last number the means by which the teacher's interest may be aroused to the importance of his chosen profession, in this place we would call attention to some of the means by which the *attention of scholars* may be secured.

With every teacher, who aims to succeed in school-management, this rule should be held paramount: that to excite the interest of scholars in their studies is the first point to gain. Instruction will fall upon the mind of the listless and indifferent as profitless as dew upon a rock. It will then be no small proof of the true teacher, that he can, at will, excite the attention of the listless, arouse the indolent, and control the wandering of the vagrant mind.

It must be obvious that instruction, even the most exact and valuable, if not made impressive by some means, will be fruitless; like good seed cast into an uncongenial soil. The soil of the mind must be prepared, if necessary, by careful culture, so that whatever is sown therein may not disappoint the hopes of the cultivator. The "Great Teacher" looked for the sixty and hundred fold, only when the seed was sown in good and honest hearts; so the teacher of the common school must see that the minds of his pupils are open to instruction and actively interested. When scholars are thus engaged they may be said "to learn by heart," since all their school exercises are prompted by a hearty desire to know.

It is a remark of Gibbon, that the power of instruction is seldom of much efficacy except in those happy disposition where it is almost superfluous. While it must be admitted that natural aptitude and inclination greatly facilitate the work of the teacher, still it would not be difficult to show by numerous examples of men, who have become eminent, that it is practicable to arouse sluggish minds to activity, and to win the attention of the restless and careless. This is the speciality of the accomplished teacher. But our object is not so much to contend for its practicability, as to indicate some of the means for gaining the *interested attention of scholars*.

1. The first suggestion I would make, and which is confirmed by much experience, is, that *dull routine* should be carefully avoided.

At no point is the desire of variety stronger than in early life; hence everything that tends to monotony and dull uniformity should be discarded. If one recitation is made to be the type of every other, with nothing

new in illustration or manner of presentation, soon the mind of the pupil either anticipates all or settles down into a state of quasi indifference and inattention. How then can every member of a large class be interested at the same time? Is it possible to do it in the ordinary way of asking questions, taking the class in order from top to bottom?

We presume it is the experience of most teachers, that with the exception of the person interrogated, a large class will be somewhat careless and inattentive, and it would not be strange if both the teacher and the pupils questioned should catch the spirit of dullness that seems to prevail in the class.

Whenever this is seen no *routine* should be held so sacred, that it may not be made to yield to a higher object—to arousing an interest in the whole class. This difficulty of languid attention may be obviated in several ways, but the following we regard as the most effective:

Let the question be asked to the whole class with the understanding, that any one may be called upon to answer. After a suitable time has elapsed for preparation, with a vigilant eye select and name out the one apparently most inattentive. As each may be called upon to explain, he will be more likely to give attention; and as the eye of the teacher gleams with animation along the class, the same spirit of life will be infused into the scholars.

2. Another most efficient means of exciting interest in recitation is the use of familiar, oral instruction. On account of youth and inexperience there is generally much timidity in pupils that embarrasses their progress. This state of mind should be expelled by the encouragement of a frank and free discussion of every principle or statement made in a recitation. In this, the teacher must take the initiative. Let him lead in showing an inquisitive temper, and soon he will find it responded to by his pupils.

Cicero relates of Socrates, that by interrogating a boy in a natural order of sequence, the child was brought to answer the most difficult questions in Geometry, and hence he inferred that the boy did not then learn, but remembered the ideas of a former state of being. This *natural* method of discussion becomes interesting to scholars, for by it they gain a consciousness of mental power, in the mastery of difficulties; and by one success they are encouraged to attempt others. The point of importance to be observed here is, that the teacher retire himself as much as possible, and let the scholar feel that he is doing the work by himself. A slight suggestion or direction should only now and then be dropped, to keep the discussion in active progress. This method will foster a power of description and clear explanation that will be invaluable in after life.

This point is susceptible of numberless illustrations, for it is applicable to every grade of scholars. Suppose a class in Geography is reciting,

and it is stated that the daily revolution of the earth upon its axis causes day and night. Make a diagram on the blackboard—there is no tolerable school without a blackboard—representing the Sun and Earth, and induce by familiar talk one of the class to explain the truth of that statement, and out of his explanation will grow half a dozen other questions that he would like to answer if you would but ask him.

Again, a more difficult matter for the student to explain will be how the annual revolution of the earth around the sun causes the four seasons, and why the winter season is colder than the summer to us, when the sun is nearer to the earth. As before the teacher should draw a suitable diagram, and this ocular representation will embolden a student to undertake the task of explanation, and he should be made to feel that he has done the work, and that the teacher only asked the questions.

3. And this suggests in the next place, that a teacher to interest a class, must exhibit a mind replete with facts, illustrations and expedients. This habit of mind and qualification of the teacher leads the scholars to expect something new in every exercise. The application of principles mastered will give a practical turn to the student's mind and thus interest is aroused and maintained. Hence arises the necessity of a teacher's knowing more than he is required to teach. It was the observation of an ancient philosopher that no one thing can be fully understood without understanding all things. The relations and dependencies of truth are such and so infinite, that the remark, in all its amplitude, is justified.

It should be observed also, that in the use of school books, the judicious teacher must often use a wide discretion with respect to the order that he will follow, so that may secure the attention of those whom he teaches. That order will most engage the attention that is natural and easily comprehensible in sequence, and whatever militates against this should be omitted for the time, no matter how great the celebrity of the name that has devised the book. In conclusion on this point, as the emphatic answer of Demosthenese to question what constituted the orator was *action*, so it may be said that the sine qua non of the teacher is the ability to *interest* his school.

[For the Indiana School Journal.]

REMARKS ON TEACHING ORTHOGRAPHY

We hear a great deal concerning the exactness with which scholars should be taught, and the rapidity with which they ought to learn; but we are seldom favored with much information as to how we are going to accomplish the desired end.

I sometimes try to teach my scholars to spell. I will tell you how, and then I hope to hear from some one whose system is preferable.

I would have them understand the sounds of the letters. I will first mention the mode of conducting a recitation with a class of small scholars. I place them in front of the blackboard, and commence pronouncing; if a word is missed I pass it to the next, and so on until it is spelled. I then turn to the board and write it down, and have all the class pronounce the word from the board, and spell it.

I once had a pleasant time teaching a class of 'little folks' how to spell *heifer*. We can all remember when we thought it was the hardest word ever invented. In this case, it was spelled after several trials; and I turned to put it on the board. It became a question in my mind how they had spelled it, but I ventured to write it down *heifer*. They said, "We spelled it *h-e-i-f-e-r*." "Yes," I said, "*h-i-e-f-e-r*." "No, but we said *h-e-i-f-e-r*." "Well, did I not have it that way?" "No sir; you spelled it *i-e*, and we spelled it *e-i*." "Where is the difference?" "You had the *i* before the *e*, and we had the *e* before the *i*." They had now made it plain; and they never forgot how to spell *heifer*.

When I get through pronouncing, I have them spell together each word that has been missed, which is written on the board.

My course of instruction with my larger scholars is somewhat different. Sometimes I have them all watch each other; and if a word is missed, (if they knew it,) to all hold up their right hands. I pass it then to the next—on until it is spelled; and then write it on the blackboard. I would then let the one who spelled it take his position above those who that have missed it. After I get through pronouncing, I have all the class spell all the words that are on the board. At other times all the class take their slates and write the words of the lesson as I pronounce them. Each scholar in turn then reads a word from his slate, and when any one differs from the reading he signifies it by holding up the hand. I then decide the dispute and write it down on the blackboard.

As another exercise, I often have the class bring their slates and merely write the words missed; and after we are through pronouncing, they read the result. I suppose they are apt to mis-spell the hardest words; and in this way I give them special attention.

H. C.

Columbus City, Iowa. April 1861. §

The Duke of Marlborough, a young nobleman of England, has given notice that he will at no distant day call the attention of parliament to the state of education in India, especially the exclusion of the Bible from the schools and colleges established by the government.

Mathematical Department.

DANIEL KIRKWOOD, EDITOR.

PROBLEM No. 209.

From a point without a sphere, one-fourth of its surface can be seen. Required the visual angle.

SOLUTION.—BY C. F. R. BELLWS.

Let r be the radius of the sphere, A the visual angle, and h the altitude of the segment whose surface is visible.

$4Pr^2$ = the surface of the sphere, and

$2hPr$ = the visible surface.

From the conditions of the problem we have $2hPr = \frac{1}{4}(4Pr^2)$;
whence $h = \frac{r}{2}$. Hence the altitude of the segment completing the hemisphere is $r - \frac{r}{2} = \frac{r}{2} = \sin. \frac{A}{2}$. Whence $A = 60^\circ$.

PROBLEM No. 210.

Show that the maximum rectangle inscribed in an ellipse is half the circumscribing rectangle.

SOLUTION.—BY C. F. R. BELLWS.

The equation of the ellipse is $y = \frac{B}{A} (A^2 - x^2)^{\frac{1}{2}}$ ----- (1)

whence $4xy = u = \frac{4Bx}{A} (A^2 - x^2)^{\frac{1}{2}}$

$\frac{du}{dx} = A^2 - 2x^2 = 0$; whence $x = \frac{A}{\sqrt{2}}$

therefore $u = \text{the maximum rectangle} = \frac{2A \times 2B}{2} = \frac{1}{2}$
the circumscribing rectangle.

PROBLEM No. 212.

A gentleman lays down a dollar and a half dime, a dollar and two half dimes, &c., continuing to increase the amount by half dimes until their sum is equivalent to the sum of the dollars. Required the number of dollars laid down.

* We substitute P for the Greek character representing the ratio of a diameter to its circumference. We have no Greek type.—ED. JOURNAL.

SOLUTION.—By C. F. R. BELLWS.

Let x be the number of *entire* dollars laid down. Then $2x$ is the sum of x terms of the arithmetical progression 1.05, 1.1, 1.15, 1.2, &c.

Whence $2x = x \left(1.05 + \frac{(x-1)}{2} .05 \right)$, or $x = 39 \therefore 2x = 78$.

PROBLEM No. 213.

When the arithmetical mean of two numbers is to their geometrical mean as five to three, prove that one number is nine times the other.

SOLUTION.—By C. F. R. BELLWS.

Let x and y be the numbers. Then $\frac{x+y}{2} : \sqrt{xy} :: 5 : 3$.

Squaring, $(x+y)^2 : 4xy :: 25 : 9$. Whence by division,
 $(x-y)^2 : 4xy :: 16 : 9 \therefore x + y : x - y :: 5 : 4$.

\therefore by composition and division, $x : y :: 9 : 1 \therefore x = 9y$.

PROBLEM No. 217.—By C. F. R. BELLWS.

What is the general equation of condition to which the rectangular co-ordinates of a point in the circumference of an ellipse must conform, so that lines drawn from it to the foci shall form with each other a right angle?

PROBLEM No. 218.—By C. F. R. BELLWS.

Given $x^2 - \frac{2}{x} = 3$. To find x by quadratics.

PROBLEM No. 219.—By NEMO.

A farmer gave his son \$100 with which to purchase one hundred head of cattle, hogs and sheep; for the cattle he gave \$10 per head, for the hogs \$3, and for the sheep fifty cents. Required the number of each.

ERRATA.—In Problem No. 205, Equations 1st and 2nd, read y instead of q . In Problem 214, for "three inscribed circles," read three escribed circles.

Resident Editor's Department.

We had expected Mr. J. Tingley, Associate, to edit the present number of the JOURNAL, but from some cause he has failed to furnish any matter or give any explanation, though written to upon the subject.

At a late date we had recourse to the "Drawer," with a good deal of uneasiness as to our resources. Very opportunely some excellent articles

dropped in, which, with the conclusion of Mr. Cole's address, the report on Order, by B. C. Hobbs, the European Correspondence, Practical Teaching, etc., make up a number, we think, more than usually interesting.

We wish particularly to call attention to the article on the "Claims of Common Schools upon the Learned Professions," by Rev. N. A. Hyde of this city. It presents a well considered and truthful view of the subject, and must do good to the cause.

INFLUENCE OF THE WAR UPON EDUCATION.

A correspondent asks what will probably be the effect of the war upon the educational interests of the country.

Touching the causes of the crisis through which our country is called to pass, we have, at present, nothing to say; but as we think it entirely appropriate to consider the probable effects of the times upon education, we will give our views, very briefly.

1. That education will receive a check, there can be no doubt. As in the animal economy, when a part is affected, those forces which in a normal state are distributed among the various organs of the system to nourish and sustain it, are now determined to that part to check decay or repel the invader and restore health and vigor; so in government economy, that which under ordinary circumstances is applied to the advancement and upbuilding of education, religion, &c., must now be drawn off, to a greater or less extent, to protect the government and put down rebellion.

2. If the war should not continue long, the effect upon education will be but slight and temporary. The public heart is liberal when once touched, and the debts incurred in fitting out our volunteers will not close the avenues of educational support. But if the war should be continued long enough—for years—the effect upon our schools will be such as to try severely their foundations and the courage and philanthropy of those who have charge of them. The debt created will involve all sections to such a degree that the most rigid retrenchment and economy will be necessary; the usual appropriations to education will be curtailed for years to come, and many of our young and growing institutions of learning must bend low, perhaps fall.

But let no one suppose from this that we do not sympathise with the Government in its efforts to protect itself and punish treason. Much as we deplore this necessity and the burden it imposes, we can imagine a condition a hundred-fold worse for education—if the Union were broken up. We believe with a writer in the *Journal of Progress*, that "there are sev-

eral crumbs of comfort for the patriot and philanthropist" still,—that the economy which will be enforced will serve the cause of universal morality; that aristocratic forms and public corruption will be pulled down; the political atmosphere will be purified, and much evil counteracted by the increased intellectual activity imparted to the public mind.

Our schools must be sustained. Let parents remember that popular intelligence is the only preventive or cure for such evils as the present—that popular *ignorance* is their cause and strength. More than two hundred thousand boys in Indiana, now entitled to public school privileges, will very soon assume the responsibility of citizens. They with the growing millions in our country must be better educated if we hope ever to rise superior to the necessity of war's arbitrations.

Teachers, you are fighting your country's battles in the most effective manner; BE DILIGENT. H. H. Y.

MUSIC AND HEATHENISM.

The following letter, taken from the *Albany Evening Journal*, narrating the adventures of an Albany Piano Forte on its journey over the mountains of Asia to the mission of the Nestorians and Mohamamedans in Seir, Persia, and the effects of its melody upon those who heard it, will be read with interest, we doubt not, by the readers of the SCHOOL JOURNAL:

SEIR, PERSIA, January 11, 1861.

Messrs. Boardman, Gray & Co., Albany, N. Y., U. S. A.—DEAR SIRS,—You will be gratified to learn of the safe arrival of the "Young America Piano," which you sent out with me in July, and it will doubtless interest you to know some of the perils to which it was exposed in reaching this interior station in Asia.

Between Boston and Trebizond it was transhipped but once. At the latter place it bade adieu to every mode of conveyance to which your pianos are usually subject, and the remaining distance of 500 or 600 miles, was carried on a rude litter between two horses. Our road crossed mountains several thousand feet above the ocean level, and consisted of a mere bridle path, twisting and turning up the mountain sides, and over their high summits, where the steepness was startling, or where the narrowness of the path, with high rocks on one side and a descent of one or two thousand feet on the other, caused us to ride with fear and trembling. In one instance the summit was only reached by a series of broad steps rudely cut in the rock. Though the pack horses are usually sure-footed,

instances do occur of their making a single misstep and plunging down hundreds of feet.

The caravan usually preceded us a few hours, and it would have given us no surprise several times had we come upon the piano, lodged one side by some serious accident. Nor in the latter part of our journey, when crossing the extensive plains of Armenia, was it exempt from perils. We know of its having at least one heavy fall to the ground from the horses' backs, which led us to almost wholly abandon the hope of ever hearing any harmonious sounds from it. But its perilous journey at length had an end at Seir, six miles from the city of Oroomiati. On opening it, the marks of certainly one fall were very plain, ominous of its ever being brought into tune. Here let me say that the packing was beyond all praise; it was the perfection almost of the packer's art.

Your full instructions for tuning were faithfully applied to the instrument, and we had the satisfaction of perceiving its discords disappear one by one. Its sweet tones are now a constant source of delight to us all, especially to the older members of the mission and their children. We very much admire the richness and sweetness of its tone, as well as its power. We are surprised at its capacity, considering its size.

The fame of the wonderful *Sautoor*, a name given to every kind of stringed instrument, has attracted many Nestorian and Mohammedan visitors, who are filled with wonder at its beautiful looks and sound. "It is like heaven," say some. My Syriac teacher contrasted it with a melodeon; and said of the latter, in his best English, "It is like a buffalo—it cannot go; but this is like a rabbit, it runs."

Among other visitors to hear it has been the Prince—Governor of this Province—accompanied by five men of rank, and a train of servants.

The piano will be no small aid in our missionary work, especially in training the undisciplined and unmusical voices in our Seminary. Once a week they come to our house to sing, with the piano accompanying. I wish the kind friend who gave it to us could see the happiness he has conferred by it.

I cannot sufficiently express my thanks for your efforts in preparing this beautiful instrument for its long and difficult journey. But for *your* piano, we could never have possessed such a source of happiness in our Persian home. I feel as though I should be a better missionary by reason of its mellowing and cheering influence.

Wishing you much prosperity in the sale of your instruments, and in your efforts for the good of others,

I remain, very truly, yours,

BENJ. LABAREE.

The Salt Wells of Saginaw, Michigan, sunk 670 feet deep, yield daily 150 barrells. The brine is said to be equal to that of Syracuse.

[For the Indiana School Journal.

THE TIMES.

THE TIMES, YEA THE TIMES! They afford food for thought, practical as well as speculative thought. Now, as ever, amid the convulsions of government, are the wise and good men scanning causes upon which to predicate legitimate results. All feel, that if each individual sovereign of the body politic was educated mentally, morally and physically, that war and its attending evils would not be known among men. This being true, how much does the educator realize of the magnitude of the work as yet unaccomplished? Or to view it from another stand-point, if knowledge had been more universally diffused throughout all the States of this great nation, certain it is, that the masses would have been less easily controlled, and each sovereign would have possessed within a hour before which very many of the questions now agitating this people would have passed review, in calm judgement; not subject to the blind, passionate appeals of ambitious aspirants or unprincipled demagogues. Particularly do we think this would be true of our brethren of the South.

Had Common Schools, as a system, prevailed South as North, since the establishment of this Union, very much of this factious secession would have been stifled for the want of nourishment—the grossest ignorance and unbalanced culture. As it now is, we find the quadruped in man in the ascendancy, assisted by climactic influences; and it will take whatever of the angel is within a series of generations to free the moral and mental from the unholy control of the animal, so predominant under the leadership of fight, force, and brutality.

To the thinker, one sweep of thought portrays the whole field of present and future labor. Honor to those who a few years since fancied that as nations we had so far arisen in the scale of enlightenment as to settle all difficulties by the aid of a Peace Congress, and set at nought the whole enginery and science of war,—welcoming the dove with the olive branch of peace instead of the red dragon of war, with its thrilling and unmistakable cruelties. But all have learned that the *status* of universal intelligence is low; that what we thought as a high grade will hardly answer for a foundation stone in that comprehensive system of universal intelligence.

The true state of things is disheartening to the educator, in view of the magnitude of the work and the slow progress thus far in its advancement. Let us gird on the armor of true devotion, and though the car of progress will have moved only a stretch of space, still, the reflected thought will tell of duty performed and ends attained.

Buffalo, N. Y.

G. H. S.

LOCAL AND PERSONAL.

An impression seems to prevail in some quarters that our Superintendent of Public Instruction has accepted a position in the army. This is an entire mistake. It is true, that when war was first proclaimed, and troops were pouring into our city, and everything was confusion, he consented to act for a time in the first organization of the Camp. When this was done he immediately returned to the duties of his office, and has been impatiently awaiting the reports of the County Auditors, some of whom have been most delinquent in duty. In consequence of this, he has been unable until now to make his annual apportionment, and this delay has created a little dissatisfaction; but the blame can only attach to those Auditors who failed to perform their duty. In our next number we shall publish a full statement of the apportionment, with the Superintendent's Circular.

Mr. Fletcher expects to be constantly in the field now, visiting the several counties. He would doubtless be pleased to learn whenever Institutes are to be held.

FOR INSTITUTES.—We learn that Prof. Hoss, of the N. W. C. University, will answer calls to attend Institutes during the coming vacation. Mr. H. is favorably known throughout the State as an efficient and zealous teacher, and committees or managers of Institutes will do well to secure his services.

The Legislature has authorized the Trustees of the State University to appropriate certain funds for the enlargement of the cabinet, and makes the State Geologist a member of the Faculty.

The Annual Commencement Exercises of the Indiana University will commence on Thursday, the 20th inst., and continue one week. The Baccalaureate Sermon will be delivered by the President, Rev. C. Nutt, D. D.; the address of investiture of the President, by Gov. Morton.

SUSPENDED.—The Normal School and the "*Normal*" at Kokomo, have been suspended till September. Mr. Baldwin, the Principal and Editor, with many of the students, have joined the army, and gone to Virginia.

Remember the Institute to be held at Oakland next month. The time is changed to the 15th instead of 8th, as first announced. See order of exercises on last page of the reading matter.

A number of amendments to the new School law have been made by the Legislature, which will soon be published.

—It will pay those who contemplate erecting any considerable edifice, to consult Mr. G. P. Randall, architect, Chicago.

—See new advertisement of W. B. Smith & Co., on 3d page of cover.

SCHOOL TRUSTEES.—Oscar H. Kendrick, D. V. Culley, James Green, T. B. Elliott, James Sulgrove, D. W. Haselman, and Richard O'Neal, were elected on the 7th ult., to serve as School Trustees for the ensuing two years, for the city of Indianapolis.

Lorain Andrews, President of Gambier College, is a captain of a military company in Ohio, and is performing duty in the army.

Gov. O. P. Morton has accepted an invitation to address the Lyceum and Calliopean Societies of Wabash College at next Commencement.

—J. B. Lippincott & Co., Philadelphia, publish all kinds Military books, Hardee's Tactics, Instruction in Field Artillery, Cavalry Tactics, McClellan's Bayonet Exercises, United States Infantry Tactics, &c., by order of the War Department. We have not seen these works, but they are said to be the best.

We want the names and postal address of Township Trustees, Directors, &c. Will teachers please aid us in this matter?

A subscriber in Morgan county sends us the following

THEORY OF INTERNAL HEAT.

It is a law of Natural Philosophy, when a body is compressed its capacity for heat becomes less. Consequently a portion of its latent heat is evolved. Geology proves that the interior of the earth is a melted mass, and Natural Philosophy shows that it is under the immense pressure of all the outside. This is the greatest pressure of which we can have an idea, and the greatest degree of latent heat is evolved. By mechanical pressure enough latent heat is evolved to produce combustion; therefore, by the pressure of the great mass of the earth, enough latent heat is evolved to melt the whole interior.

PHILO.

We acknowledge the receipt of the sixteenth annual report on Public Schools in Rhode Island, containing much that is interesting and valuable.

Also the tenth annual report of the Superintendent of Common Schools of San Francisco, California, a well printed and *well filled* document of which the teachers of that city and state should be proud.

The Missouri Legislature has voted to withhold the apportionment of School fund for the purpose of arming the State. Is it to sustain the Union, Bro. Tracy?

Friends, remember the JOURNAL in these exciting times. Read our offer, and then send us the names and get the premiums.

We offer to any person who will send us the names of *five* new subscribers, (with the money enclosed) an extra copy of the JOURNAL one year, and a copy of "Gleanings from School-Life Experience," or the "School Visitor."

For *ten* subscribers, a copy of "Barnard's American Journal of Education," a year, or Harper's Magazine, or Atlantic Monthly.

For *twelve* subscribers, a copy of "Lippincott's Pronouncing Gazetteer of the World," a magnificent standard work, worth \$6.00.

For *fifteen* subscribers, a copy of either Webster or Worcester's Unabridged Dictionary.

Subscriptions for the full year, and the money to accompany the order.

—E. C. & J. Biddle & Co., Philadelphia, are in favor of the Union. Read their advertisement.

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I sometimes try to teach my scholars to spell. I will tell you how, and then I hope to hear from some one whose system is preferable.

I would have them understand the sounds of the letters. I will first mention the mode of conducting a recitation with a class of small scholars. I place them in front of the blackboard, and commence pronouncing; if a word is missed I pass it to the next, and so on until it is spelled. I then turn to the board and write it down, and have all the class pronounce the word from the board, and spell it.

I once had a pleasant time teaching a class of 'little folks' how to spell *heifer*. We can all remember when we thought it was the hardest word ever invented. In this case, it was spelled after several trials; and I turned to put it on the board. It became a question in my mind how they had spelled it, but I ventured to write it down *heifer*. They said, "We spelled it *h-e-i-f-e-r*." "Yes," I said, "*h-i-o-f-e-r*." "No, but we said *h-e-i-f-e-r*." "Well, did I not have it that way?" "No sir; you spelled it *i-e*, and we spelled it *e-i*." "Where is the difference?" "You had the *i* before the *e*, and we had the *e* before the *i*." They had now made it plain; and they never forgot how to spell *heifer*.

When I get through pronouncing, I have them spell together each word that has been missed, which is written on the board.

My course of instruction with my larger scholars is somewhat different. Sometimes I have them all watch each other; and if a word is missed, (if they know it,) to all hold up their right hands. I pass it then to the next—on until it is spelled; and then write it on the blackboard. I would then let the one who spelled it take his position above those who that have missed it. After I get through pronouncing, I have all the class spell all the words that are on the board. At other times all the class take their slates and write the words of the lesson as I pronounce them. Each scholar in turn then reads a word from his slate, and when any one differs from the reading he signifies it by holding up the hand. I then decide the dispute and write it down on the blackboard.

As another exercise, I often have the class bring their slates and merely write the words missed; and after we are through pronouncing, they read the result. I suppose they are apt to mis-spell the hardest words; and in this way I give them special attention.

H. C.

Columbus City, Iowa. April 1861. §

The Duke of Marlborough, a young nobleman of England, has given notice that he will at no distant day call the attention of parliament to the state of education in India, especially the exclusion of the Bible from the schools and colleges established by the government.

Mathematical Department.

DANIEL KIRKWOOD, EDITOR.

PROBLEM No. 209.

From a point without a sphere, one-fourth of its surface can be seen. Required the visual angle.

SOLUTION.—BY C. F. R. BELLows.

Let r be the radius of the sphere, A the visual angle, and h the altitude of the segment whose surface is visible.

$4Pr^2$ = the surface of the sphere, and

$2hPr$ = the visible surface.

From the conditions of the problem we have $2hPr = \frac{1}{4}(4Pr^2)$;
whence $h = \frac{r}{2}$. Hence the altitude of the segment completing the hemisphere is $r - \frac{r}{2} = \frac{r}{2} = \sin. \frac{A}{2}$. Whence $A = 60^\circ$.

PROBLEM No. 210.

Show that the maximum rectangle inscribed in an ellipse is half the circumscribing rectangle.

SOLUTION.—BY C. F. R. BELLows.

The equation of the ellipse is $y = \frac{B}{A} (A^2 - x^2)^{\frac{1}{2}}$ ----- (1)

whence $4xy = u = \frac{4Bx}{A} (A^2 - x^2)^{\frac{1}{2}}$

$\frac{du}{dx} = A^2 - 2x^2 = 0$; whence $x = \frac{A}{\sqrt{2}}$

therefore $u = \text{the maximum rectangle} = \frac{2A \times 2B}{2} = \frac{1}{2}$

the circumscribing rectangle.

PROBLEM No. 212.

A gentleman lays down a dollar and a half dime, a dollar and two half dimes, &c., continuing to increase the amount by half dimes until their sum is equivalent to the sum of the dollars. Required the number of dollars laid down.

* We substitute P for the Greek character representing the ratio of a diameter to its circumference. We have no Greek type.—ED. JOURNAL.

SOLUTION.—By C. F. R. BELLOWES.

Let x be the number of *entire* dollars laid down. Then $2x$ is the sum of x terms of the arithmetical progression 1.05, 1.1, 1.15, 1.2, &c.

Whence $2x = x \left(1.05 + \frac{(x-1)}{2} .05 \right)$, or $x = 39 \therefore 2x = 78$.

PROBLEM No. 213.

When the arithmetical mean of two numbers is to their geometrical mean as five to three, prove that one number is nine times the other.

SOLUTION.—By C. F. R. BELLOWES.

Let x and y be the numbers. Then $\frac{x+y}{2} : \sqrt{xy} :: 5 : 3$.

Squaring, $(x+y)^2 : 4xy :: 25 : 9$. Whence by division,

$(x-y)^2 : 4xy :: 16 : 9 \therefore x + y : x - y :: 5 : 4$.

\therefore by composition and division, $x : y :: 9 : 1 \therefore x = 9y$.

PROBLEM No. 217.—By C. F. R. BELLOWES.

What is the general equation of condition to which the rectangular co-ordinates of a point in the circumference of an ellipse must conform, so that lines drawn from it to the foci shall form with each other a right angle?

PROBLEM No. 218.—By C. F. R. BELLOWES.

Given $x^2 - \frac{2}{x} = 3$. To find x by quadratics.

PROBLEM No. 219.—By NEMO.

A farmer gave his son \$100 with which to purchase one hundred head of cattle, hogs and sheep; for the cattle he gave \$10 per head, for the hogs \$3, and for the sheep fifty cents. Required the number of each.

ERRATA.—In Problem No. 205, Equations 1st and 2nd, read y instead of q . In Problem 214, for "three inscribed circles," read three escribed circles.

Resident Editor's Department.

We had expected Mr. J. Tingley, Associate, to edit the present number of the JOURNAL, but from some cause he has failed to furnish any matter or give any explanation, though written to upon the subject.

At a late date we had recourse to the "Drawer," with a good deal of uneasiness as to our resources. Very opportunely some excellent articles

dropped in, which, with the conclusion of Mr. Cole's address, the report on Order, by B. C. Hobbs, the European Correspondence, Practical Teaching, etc., make up a number, we think, more than usually interesting.

We wish particularly to call attention to the article on the "Claims of Common Schools upon the Learned Professions," by Rev. N. A. Hyde of this city. It presents a well considered and truthful view of the subject, and must do good to the cause.

INFLUENCE OF THE WAR UPON EDUCATION.

A correspondent asks what will probably be the effect of the war upon the educational interests of the country.

Touching the causes of the crisis through which our country is called to pass, we have, at present, nothing to say; but as we think it entirely appropriate to consider the probable effects of the times upon education, we will give our views, very briefly.

1. That education will receive a check, there can be no doubt. As in the animal economy, when a part is affected, those forces which in a normal state are distributed among the various organs of the system to nourish and sustain it, are now determined to that part to check decay or repel the invader and restore health and vigor; so in government economy, that which under ordinary circumstances is applied to the advancement and upbuilding of education, religion, &c., must now be drawn off, to a greater or less extent, to protect the government and put down rebellion.

2. If the war should not continue long, the effect upon education will be but slight and temporary. The public heart is liberal when once touched, and the debts incurred in fitting out our volunteers will not close the avenues of educational support. But if the war should be continued long enough—for years—the effect upon our schools will be such as to try severely their foundations and the courage and philanthropy of those who have charge of them. The debt created will involve all sections to such a degree that the most rigid retrenchment and economy will be necessary; the usual appropriations to education will be curtailed for years to come, and many of our young and growing institutions of learning must bend low, perhaps fall.

But let no one suppose from this that we do not sympathise with the Government in its efforts to protect itself and punish treason. Much as we deplore this necessity and the burden it imposes, we can imagine a condition a hundred-fold worse for education—if the Union were broken up. We believe with a writer in the *Journal of Progress*, that "there are sev-

eral crumbs of comfort for the patriot and philanthropist" still,—that the economy which will be enforced will serve the cause of universal morality; that aristocratic forms and public corruption will be pulled down; the political atmosphere will be purified, and much evil counteracted by the increased intellectual activity imparted to the public mind.

Our schools must be sustained. Let parents remember that popular intelligence is the only preventive or cure for such evils as the present—that popular *ignorance* is their cause and strength. More than two hundred thousand boys in Indiana, now entitled to public school privileges, will very soon assume the responsibility of citizens. They with the growing millions in our country must be better educated if we hope ever to rise superior to the necessity of war's arbitrations.

Teachers, you are fighting your country's battles in the most effective manner; BE DILIGENT.

H. H. Y.

MUSIC AND HEATHENISM.

The following letter, taken from the *Albany Evening Journal*, narrating the adventures of an Albany Piano Forte on its journey over the mountains of Asia to the mission of the Nestorians and Mohammedians in Seir, Persia, and the effects of its melody upon those who heard it, will be read with interest, we doubt not, by the readers of the SCHOOL JOURNAL:

SEIR, PERSIA, January 11, 1861.

Messrs. Boardman, Gray & Co., Albany, N. Y., U. S. A.:—DEAR SIRS,—You will be gratified to learn of the safe arrival of the "Young America Piano," which you sent out with me in July, and it will doubtless interest you to know some of the perils to which it was exposed in reaching this interior station in Asia.

Between Boston and Trebizond it was transhipped but once. At the latter place it bade adieu to every mode of conveyance to which your pianos are usually subject, and the remaining distance of 500 or 600 miles, was carried on a rude litter between two horses. Our road crossed mountains several thousand feet above the ocean level, and consisted of a mere bridle path, twisting and turning up the mountain sides, and over their high summits, where the steepness was startling, or where the narrowness of the path, with high rocks on one side and a descent of one or two thousand feet on the other, caused us to ride with fear and trembling. In one instance the summit was only reached by a series of broad steps rudely cut in the rock. Though the pack horses are usually sure-footed,

instances do occur of their making a single misstep and plunging down hundreds of feet.

The caravan usually preceded us a few hours, and it would have given us no surprise several times had we come upon the piano, lodged one side by some serious accident. Nor in the latter part of our journey, when crossing the extensive plains of Armenia, was it exempt from perils. We know of its having at least one heavy fall to the ground from the horses' backs, which led us to almost wholly abandon the hope of ever hearing any harmonious sounds from it. But its perilous journey at length had an end at Seir, six miles from the city of Oroomiati. On opening it, the marks of certainly one fall were very plain, ominous of its ever being brought into tune. Here let me say that the packing was beyond all praise; it was the perfection almost of the packer's art.

Your full instructions for tuning were faithfully applied to the instrument, and we had the satisfaction of perceiving its discords disappear one by one. Its sweet tones are now a constant source of delight to us all, especially to the older members of the mission and their children. We very much admire the richness and sweetness of its tone, as well as its power. We are surprised at its capacity, considering its size.

The fame of the wonderful *Savtoor*, a name given to every kind of stringed instrument, has attracted many Nestorian and Mohammedan visitors, who are filled with wonder at its beautiful looks and sound. "It is like heaven," say some. My Syriac teacher contrasted it with a melodeon; and said of the latter, in his best English, "It is like a buffalo—it cannot go; but this is like a rabbit, it runs."

Among other visitors to hear it has been the Prince—Governor of this Province—accompanied by five men of rank, and a train of servants.

The piano will be no small aid in our missionary work, especially in training the undisciplined and unmusical voices in our Seminary. Once a week they come to our house to sing, with the piano accompanying. I wish the kind friend who gave it to us could see the happiness he has conferred by it.

I cannot sufficiently express my thanks for your efforts in preparing this beautiful instrument for its long and difficult journey. But for *your* piano, we could never have possessed such a source of happiness in our Persian home. I feel as though I should be a better missionary by reason of its mellowing and cheering influence.

Wishing you much prosperity in the sale of your instruments, and in your efforts for the good of others,

I remain, very truly, yours,

BENJ. LABAREE.

The Salt Wells of Saginaw, Michigan, sunk 670 feet deep, yield daily 150 barrells. The brine is said to be equal to that of Syracuse.

[For the Indiana School Journal.

THE TIMES.

THE TIMES, YEA THE TIMES! They afford food for thought, practical as well as speculative thought. Now, as ever, amid the convulsions of government, are the wise and good men scanning causes upon which to predicate legitimate results. All feel, that if each individual sovereign of the body politic was educated mentally, morally and physically, that war and its attending evils would not be known among men. This being true, how much does the educator realize of the magnitude of the work as yet unaccomplished? Or to view it from another stand-point, if knowledge had been more universally diffused throughout all the States of this great nation, certain it is, that the masses would have been less easily controlled, and each sovereign would have possessed within a bar before which very many of the questions now agitating this people would have passed review, in calm judgement; not subject to the blind, passionate appeals of ambitious aspirants or unprincipled demagogues. Particularly do we think this would be true of our brethren of the South.

Had Common Schools, as a system, prevailed South as North, since the establishment of this Union, very much of this factious secession would have been stifled for the want of nourishment—the grossest ignorance and unbalanced culture. As it now is, we find the quadruped in man in the ascendancy, assisted by climactic influences; and it will take whatever of the angel is within a series of generations to free the moral and mental from the unholy control of the animal, so predominant under the leadership of fight, force, and brutality.

To the thinker, one sweep of thought portrays the whole field of present and future labor. Honor to those who a few years since fancied that as nations we had so far arisen in the scale of enlightenment as to settle all difficulties by the aid of a Peace Congress, and set at nought the whole enginery and science of war,—welcoming the dove with the olive branch of peace instead of the red dragon of war, with its thrilling and unmistakable cruelties. But all have learned that the *status* of universal intelligence is low; that what we thought as a high grade will hardly answer for a foundation stone in that comprehensive system of universal intelligence.

The true state of things is disheartening to the educator, in view of the magnitude of the work and the slow progress thus far in its advancement. Let us gird on the armor of true devotion, and though the car of progress will have moved only a stretch of space, still, the reflected thought will tell of duty performed and ends attained.

Buffalo, N. Y.

G. H. S.

LOCAL AND PERSONAL.

An impression seems to prevail in some quarters that our Superintendent of Public Instruction has accepted a position in the army. This is an entire mistake. It is true, that when war was first proclaimed, and troops were pouring into our city, and everything was confusion, he consented to act for a time in the first organization of the Camp. When this was done he immediately returned to the duties of his office, and has been impatiently awaiting the reports of the County Auditors, some of whom have been most derelict in duty. In consequence of this, he has been unable until now to make his annual apportionment, and this delay has created a little dissatisfaction; but the blame can only attach to those Auditors who failed to perform their duty. In our next number we shall publish a full statement of the apportionment, with the Superintendent's Circular.

Mr. Fletcher expects to be constantly in the field now, visiting the several counties. He would doubtless be pleased to learn whenever Institutes are to be held.

FOR INSTITUTES.—We learn that Prof. Hoss, of the N. W. C. University, will answer calls to attend Institutes during the coming vacation. Mr. H. is favorably known throughout the State as an efficient and zealous teacher, and committees or managers of Institutes will do well to secure his services.

The Legislature has authorized the Trustees of the State University to appropriate certain funds for the enlargement of the cabinet, and makes the State Geologist a member of the Faculty.

The Annual Commencement Exercises of the Indiana University will commence on Thursday, the 20th inst., and continue one week. The Baccalaureate Sermon will be delivered by the President, Rev. C. Nutt, D. D.; the address of investiture of the President, by Gov. Morton.

SUSPENDED.—The Normal School and the "Normal" at Kokomo, have been suspended till September. Mr. Baldwin, the Principal and Editor, with many of the students, have joined the army, and gone to Virginia.

Remember the Institute to be held at Oakland next month. The time is changed to the 15th instead of 8th, as first announced. See order of exercises on last page of the reading matter.

A number of amendments to the new School law have been made by the Legislature, which will soon be published.

—IT WILL PAY those who contemplate erecting any considerable edifice, to consult Mr. G. P. Randall, architect, Chicago.

—See new advertisement of W. B. Smith & Co., on 8d page of cover.

SCHOOL TRUSTEES.—Oscar H. Kendrick, D. V. Culley, James Green, T. B. Elliott, James Sulgrove, D. W. Haselman, and Richard O'Neal, were elected on the 7th ult., to serve as School Trustees for the ensuing two years, for the city of Indianapolis.

Lorain Andrews, President of Gambier College, is a captain of a military company in Ohio, and is performing duty in the army.

Gov. O. P. Morton has accepted an invitation to address the Lyceum and Calliopean Societies of Wabash College at next Commencement.

—J. B. Lippincott & Co., Philadelphia, publish all kinds Military books, Hardee's Tactics, Instruction in Field Artillery, Cavalry Tactics, M'Clellan's Bayonet Exercises, United States Infantry Tactics, &c., by order of the War Department. We have not seen these works, but they are said to be the best.

We want the names and postal address of Township Trustees, Directors, &c. Will teachers please aid us in this matter?

A subscriber in Morgan county sends us the following

THEORY OF INTERNAL HEAT.

It is a law of Natural Philosophy, when a body is compressed its capacity for heat becomes less. Consequently a portion of its latent heat is evolved. Geology proves that the interior of the earth is a melted mass, and Natural Philosophy shows that it is under the immense pressure of all the outside. This is the greatest pressure of which we can have an idea, and the greatest degree of latent heat is evolved. By mechanical pressure enough latent heat is evolved to produce combustion; therefore, by the pressure of the great mass of the earth, enough latent heat is evolved to melt the whole interior.

PHILO.

We acknowledge the receipt of the sixteenth annual report on Public Schools in Rhode Island, containing much that is interesting and valuable.

Also the tenth annual report of the Superintendent of Common Schools of San Francisco, California, a well printed and *well filled* document of which the teachers of that city and state should be proud.

The Missouri Legislature has voted to withhold the apportionment of School fund for the purpose of arming the State. Is it to sustain the Union, Bro. Tracy?

Friends, remember the JOURNAL in these exciting times. Read our offer, and then send us the names and get the premiums.

We offer to any person who will send us the names of FIVE new subscribers, (with the money enclosed) an extra copy of the JOURNAL one year, and a copy of "Gleanings from School-Life Experience," or the "School Visitor."

For TEN subscribers, a copy of "Barnard's American Journal of Education," a year, or Harper's Magazine, or Atlantic Monthly.

For TWELVE subscribers, a copy of "Lippincott's Pronouncing Gazetteer of the World," a magnificent standard work, worth \$6.00.

For FIFTEEN subscribers, a copy of either Webster or Worcester's Unabridged Dictionary.

Subscriptions for the full year, and the money to accompany the order.

—E. C. & J. Biddle & Co., Philadelphia, are in favor of the Union. Read their advertisement.

OUR BOOK TABLE.

Fillmore's Christian Choralist: A Collection of Tunes, Anthems, Chords, Choruses, Psalms, Hymns, and Songs of Diversified Sentiment, both New and Old. By A. D. FILLMORE, Author of "Universal Musician," "Christian Psalmist," "Temperance Musician," "Nightengale," etc. Philadelphia: JAMES CHALLEN & SON.

Fillmore's New Nightengale, and Sunday School Singer: Designed for Schools, Home Circle, and Private Practice. Cincinnati: APPLGATE & Co.

We are placed under obligations to the author for copies of the above named works. It is scarcely proper to offer a comment, as the name of the author is a sufficient guarantee of their excellence. Mr. Fillmore has done more to popularize music than any other author in the West. The hymns and songs of long ago, almost forgotten by those who once loved them, have been gathered up, measured, pruned, and presented here as fresh and sweet as when first sung. New songs are given, full of soul and pathos; and we predict for the Choralist an immense popularity and sale as a church book.

The Nightengale has been before the public several years, and will continue to be a favorite in the school-room, sabbath school, and social circle. It is best adapted to the instruction of children and youth.

All should learn to sing. Jonathan Edwards says, "Those who neglect to learn to sing, live in sin, as they neglect what is necessary to their attending one of the ordinances of God." And it is easy to learn to sing by this system; the mathematically constructed plan of notation—numerals on a staff—enables one to read the music almost at first sight.

The Southern Teacher. W. S. BARTON EDITOR. Montgomery, Alabama. \$2.00 a year.

This periodical now comes to us in a new and greatly improved dress. It always presents a table of interesting matter, and generally of an excellent character, except some articles of a strong pro-slavery cast, and occasional flings at the literature of the North. Yet is, perhaps, the most correct and intelligent exponent of the sentiment of the extreme Southern section of our country, and as such we commend it to the public.

Biographical Sketches of the Members of the Forty-first General Assembly of the State of Indiana, with that of the Judiciary. By JAS. SUTHERLAND, Compiler of Gazetteers and other statistical works for the States of Indiana, Ohio, Michigan and Missouri. Indianapolis, 1861 \$1 25.

We have but one objection to this book; the author has drawn too fine a picture. It is a book of eulogies. But this is a rather pleasant fault than otherwise, and no one is injured by it. The style and character of the work embody something new and original in the biographical department. The history of our public men is the best history of our country, and for this reason alone the work should be placed in every library in the State. It is as interesting as fiction, yet true in all its statements of facts and circumstances. We may hereafter copy some of its sketches.

The Mayflower: a Semi-monthly Quarto, Devoted to Literature and the Elevation of Woman. Peru, Ind., MISS LIZZIE BUNNELL, Editress. 50 cents a year, in advance, or eleven copies for five dollars.

We welcome the Mayflower to our list of exchanges. Miss Bunnell enters into the contest determined to win, and makes a good paper.

THE Indiana School Journal:

INDIANAPOLIS, JULY, 1861.

VOL. VI.

H. H. YOUNG, Editor pro tem.

NO. 7.

EDUCATION.*

BY DR. E. W. H. ELLIS.

The term Education is used to comprehend all that series of instruction and discipline, which is intended to enlighten the understanding, correct the temper, and form the manners and habits of youth, and fix them for usefulness in their future stations. And thus we see an essential difference between knowledge and education. The one brings facts to the cognizance of our senses, the other enables us to use them so as to expand and refine the intellect, and make them subserve our highest happiness.

In all ages, and among all nations, the education of the young has been regarded as man's highest duty and delight. The Holy Scriptures abound with evidence of the importance attached to this subject. "Train up a child," said the wise man, "in the way he should go, and when he is old he will not depart from it." "How much better is it to get wisdom than gold; and to get understanding is rather to be chosen than silver." "Wisdom is the principal thing; therefore get wisdom; and with all thy getting, get understanding."

The several branches of education, and the modes of instruction, have varied with the degrees of civilization, and the peculiar circumstances of different nations. Thus in ancient Greece the young Athenians were instructed in dancing, music, hunting, fencing, polite learning, and philosophy. It was contended that the exercise of dancing served to prepare the body for the endurance of the fatigues of war, navigation, agriculture, and the necessary employments.

* An address delivered in Elkhart County, Ind., December, 1860. Slightly abridged.

The attributes of music were to calm the passions, soften the manners, and humanize a people naturally savage and barbarous. The gravest philosophers discoursed eloquently on the uses of these accomplishments, and designed to prescribe rules to keep them within the bounds of utility and decorum. They were resorted to in their sacred feasts, and in war the people marched to the battle dancing and to the sound of flutes. Great attention was paid to athletic exercises, such as running, wrestling, and the like. Plato insisted that prizes should be proposed for all exercises that conduced to the improvement of military virtue, such as should render the body more active and fitter for the race; more hard, robust and supple; more capable of supporting great fatigues, and effecting great enterprises. . . . The studies of poesy, eloquence, philosophy and mathematics were also cultivated, and especially eloquence, which opened the way to the highest offices, reigned absolute in the assembly, decided the most important affairs of state, and gave an almost unlimited power to those who possessed this talent. Such was education among the most enlightened nations of antiquity, as recorded by the historian.

During the long ages that succeeded, the history of the world is a history of crime, rapine, and bloodshed—of the triumph of night over right—of mad crusades to the Holy Sepulchre to achieve a visionary object, and of efforts on the part of hostile leaders to secure ascendancy over the multitude and over each other. During all these centuries the chief education of youth was essentially military, and designed to prepare them for invasion or for defense. Learning, as such, was confined to the cloister, where, hermit-like, its votaries fed the sacred flame which preserved it from total extinction. . . . The discovery of the Art of Printing inaugurated a new era in the history of the world. It heralded the dawn of popular education. Knowledge was no longer confined to the few, to the titled and the wealthy, but its benefits were gradually extended to the multitude, until the humblest was invited to partake of the intellectual feast. To educate the masses is now the great pursuit of the enlightened nations of the world, but probably nowhere is education so universal, so entirely within the reach of all who desire it as in our own land. The time has been perhaps with some of the fathers and mothers who now hear me, that, amidst the privations of a frontier life, or more probably from the neglect of those whose duty it was to furnish the means and opportunity, their early education was,

Education.

neglected, and they have been compelled to pass through life in ignorance of the treasures which have been revealed to us through the medium of the Printing Press. But at this day no reasonable excuse exists for such neglect. Schools of every grade and character are scattered broadcast over the land—professors of every art and science follow us to our thresholds, and innumerable almost as the stars that sparkle in a winter sky, are found these colleges of the people, the Common Schools.

Connected with our system of Education are three classes of persons, upon whose capacity, energy, and moral government, the whole depends. They are the parent, the teacher, and the child. Let us briefly consider each.

The education of the child begins upon the mother's knee. Even while he draws from her bosom the nutriment which strengthens, refreshes and nurtures, he learns from his mother's look, her tone, her language, those lessons of good or evil which follow him through life. And the character of the mother becomes, to a great extent, his own. If she is gloomy, despondent, and morose, fretful, irritable and peevish, so will be the man, but with deeper, darker shades of character. If she is gentle, affectionate and cheerful, and deeply imbued with that religious sentiment which so well becomes a woman, he cannot fail to be benefitted by the daily exhibition of these virtues. The home circle is a perpetual school. Have you not marked in children of older growth, the similarity between parent and child—how the ideas, affections, tastes, desires, of both seem to run in the same channel? We say it is natural, and that these characteristics are transmitted from father to son; but we forget that they are the formation of years of association, and that they are ground into our very nature by constant attrition.

Whose example does the child follow but the father's? In whom else does he place his highest confidence? Is the father profane, intemperate, a drone and a pest to society, why should not the child be likewise? If he, from whom the child derived his existence, may indulge in habits that degrade and sink the man, can he hope that his offspring will rise from such teachings to a position of virtue and honor?

On the other hand, if the father be one whose character and morals are worthy of imitation, whose pursuits are ennobling, whose aim is for the good and the true, though such an example is sometimes lost upon the child, yet the general rule is that he may one day hope

to see him following worthily in his footsteps. Could we be admitted within the veil, and trace the secret history, the home history, of the men who have constituted the world's great lights, its proudest pillars and its noblest benefactors, its lawgivers, its generals and statesmen, our eyes would indeed be opened to the importance of this Home Education. We should find that the first impulses to greatness were given by the hand of the father, that the great and ennobling heart of benevolence which has actuated him through life, and dispensed its bounties like the dews of heaven upon a thirsty world, was the formation of the mother, and that the combined example and precepts of the twain, have incited, encouraged, and educated the man. We hear of self-made men, who have risen from humble positions to stations of eminence and renown, but in the vast majority of instances the father, the mother, or some one who acted in such capacity gave the first impulses to his career.

Who can estimate the responsibility of the position of the parent? So far as making provision for the physical comfort of the child is concerned, every one feels it. "What man is there of you, whom if his son ask bread, will he give him a stone? or if he ask a fish, will he give him a serpent?" We toil early and late for their sustenance—we rise earlier than the sun to provide for their welfare, and the going down thereof sees no termination of our labors. We are ambitious to hoard up treasures to distribute among them at our departure, and we eat the bread of carefulness that they may enjoy a feast of luxury. But of how much more importance than all these is their moral and intellectual training. Riches may flee, our earthly possessions may all vanish, but this culture will be an unfailing capital. And herein may we take heart and be encouraged.

It is given to some to be prosperous in every worldly good. Whatever their hands touch becomes a source of profit. Gold flows into their coffers, houses and lands accumulate, and want no more comes near their habitations. And yet how often are their offspring wretched and miserable, degraded and devilish. To others adversity is the common lot; their position is humble; care marks his wrinkles upon their brows, and want is a frequent visitor at their firesides. And yet from these positions often arise our greatest and our best men, proving the maxim that

"Honor and fame from no condition rise—
Act well your part, there all the honor lies."

What are children to be taught at home? The first great moral

excellence in a man or child is Truth—truth in word, act, thought, in everything, truth. No child who possesses it can fail to meet the approbation and affection of all around him—no man, in whom this is a leading characteristic, can fail to merit esteem, or achieve success. When the fairest tree in the garden of a Virginia gentleman was ruined by a hatchet, and inquiry was made as to the perpetrator of the deed,—“I cannot lie, father,” said a little boy, “I did it.” And that boy was GEORGE WASHINGTON. As the world pronounces its severest censure upon the habitual falsifier of truth, so it regards it as the greatest indignity which can be uttered to accuse any one unjustly of its violation. It is the jewel of every great character, and should be taught the child, not by precept only, but by example.

Home education also embraces the whole round of virtues—*Industry*, that every moment is of value, and should be spent in some healthful pursuit or study; *Order*—that there should be a time and a place for everything; that our fleeting hours should be so systematized that our labors, relaxations, or proper amusements, should not conflict with each other; *Perseverance*—that no obstacle should be permitted to discourage us, and that the greatest good is often attainable only through the greatest difficulty; *Sincerity*—that the tongue should never utter a thought which was not dictated by the heart; *Humanity*—that the heart should feel for the distresses of others, and ever be ready to relieve their necessities; *Kindness*—that no unkind word should ever drop from the lips, or unkind act be perpetrated to wound the feelings or invade the interests of others; *Economy*—that neither time nor money should ever be wasted; and *Chastity*, that no immoral word or act should fasten its undying stain upon the soul. Looking at the magnitude of this subject are we not ready to exclaim, “Who is sufficient for these things?”

But there are duties devolving on the parent, growing out of his connection with this system of common schools. Every parent should feel it to be his interest and his pride to lend his aid to the promotion of this great cause, not simply by paying the taxes necessary for its support, but by personal effort and attention to make the system efficient. And the first thing to be considered is the location and erection of a School House. The location should not be upon some worthless tract, unfit for cultivation, or inconvenient and uncomfortable in its approaches, or dismal in its surroundings. If there is a beautiful, healthful, pleasant spot within your district, it is

the place of all others for the school house ; for these external matters have much to do with one's habits of thought, and the pleasures of study. If any one doubts that the pleasures and progress of the child are so affected, let him leave the cheerful blaze of the family fireside, and repair to his cellar to read his paper or converse with his friend. The Greeks embellished their schools with paintings, and the grounds with statuary, and surely we need not grudge the shade which a few of our forest trees can so readily furnish. The house itself should be neat and tasteful in its external appearance, and clean and comfortable within. In this respect we are making rapid progress, and when we look back at the school houses of olden time, we have just cause to be thankful therefor. * * *

Parents too often think their whole duty accomplished when the child is sent to school, when in fact their own efforts are imperiously demanded to second those of the teacher. If the parent manifests no interest in the progress of the child, it is doubtful whether that progress will be worth the time wasted in school. Nothing will stimulate him so much as to see your interest in his studies ; and this you can manifest by a personal review with him, by questioning him in regard to his progress, by encouraging him with kind words, and by visits to the school, or rewards for his diligence. I have in my mind's eye the case of an eminent lawyer, the father of a numerous family, who regularly once a week, gathered his children about him, and went through a searching review of their studies, commending their progress, and correcting their deficiencies. All of them have reached maturity, and are occupying honorable, and some of them eminent positions in society, and all attribute their success and prosperity to the guiding hand of the parent. Let this lesson teach us to go and do likewise.

The character, obligations, and duties of the Teacher are eminently deserving of consideration. High, responsible, and honorable as is the vocation, it is to be regretted that so few choose the profession as a permanent pursuit, or look upon it as anything more than a temporary means of subsistence. It may be that the fault is in ourselves in demanding their services for an insufficient compensation, and thus driving many of the most competent to other avocations. Viewed in its proper light, the teacher's is the most honorable, as it is the most important of all professions. The instruction and future well being of the rising generation are committed to his

care—the men and women who are to take our places on the stage of life, when we shall have suffled of this mortal coil.

And what shall he be, to whom we confide these important interests? He should be a strictly moral man. Whatever importance attaches to morality in the parent, applies also to the teacher. The child learns from example before him, and will imitate a vice more readily than a virtue. If we would not place our children in the habitations of the vicious and the vile, to wear out their youthful existence, for fear of the contamination of soul and body, so should we avoid entrusting them to the care of an immoral and vicious instructor. And while he is neither employed nor compensated on account of his moral teachings, yet they are inseparable from the regular duties of his profession. The “word fitly spoken—like apples of gold in pictures of silver,” coming from one to whom the child looks up with reverence and respect, may exert a happy influence upon the future character of the man. And the example of a good man in this vocation, in its influence upon future generations, may entitle him to consideration as a benefactor of the race. . . .

He should be deeply impressed with the importance of his calling. The world is full of enthusiasts in their respective vocations—the painter, who spends weeks and months in his studio, touching and retouching with the pencil the picture before him—here adding a new beauty, there remedying a defect, here adjusting the proportions of light and shade, of size and distance, till nature breathes from the canvass, and it seems almost a thing of life; while the artist, warming with his subject, manifests his enthusiasm in every feature. And why should not he whose business it is to take the youthful mind and store it with intellectual riches, bringing out and developing the character of the man, when he sees day by day the effect of his labors, and step by step the progress to the perfect man—why should not he be animated with his task, and electrified with its accomplishment?

He should possess and ample supply of patience. Children are not all equally bright and precocious. Some are naturally dull, negligent and slothful. Some are from dreary and desolate homes, where no kind word is ever spoken, and no genial glow of good feeling has ever penetrated. Some have had no intellectual culture or moral training at home; and in addition to these difficulties with the scholar, there are censorious and fault-finding parents with whom he has to deal, who are never contented except when they are dis-

contented, and never happy until they have rendered every body about them as miserable and unhappy as they are themselves.

These are trials to which every teacher is more or less subjected, and he will often find occasion to call into requisition this sterling virtue, *Patience*.

The government of his school is after all the most important, as well as the most difficult task imposed upon the teacher. He may possess the requisite education, and all the moral attributes necessary for the position, and yet fail entirely in this particular. The reins of government are to be held with a steady hand. It will not do to tickle their sides at one time with a feather, and cut them in the flank at another with a thong. The teacher who lets himself down to make sport of his pupils, must not complain if they make sport of him, and treat him with disrespect. He must avoid, too, the least appearance of partiality. Though one pupil may be as ugly and ill-favored as imagination can conceive, and another as beautiful as an opening blossom, it is his duty to treat them according to their respective merits, and neither as a special favorite.

There is no pleasanter scene in the world than a well governed school, where kindness and dignity are witnessed on the one hand, and affection and confidence on the other. The school then has the appearance of a family under the control of a wise father, where every child seeks to promote his pleasure, and advance his own best interests. * * * Closely allied to the attributes of a good teacher we have been considering, is his duty to awaken the ambition of a child. Some are incited to exertion by being urged to emulate the example of their fellows, some by the hope of rewards, others to gain the approbation of teachers or friends, and yet others by holding up to them those brilliant examples in the world's history, who dated their origin from the country school house.

I cannot better close this sketch of the character and duties of the teacher, than by repeating Goldsmith's description of the Pedagogue, in the *Deserted Village*. Such characters are not common in America, but the sketch has too many good hits to be omitted.

"Beside yon struggling fence that skirts the way,
With blossomed furze, unprofitably gay,
There in his noisy mansion, skilled to rule,
The village master taught his little school.

A man severe he was, and stern to view,
I knew him well, and every truant knew;
Well had the boding tremblers learned to trace

The day's disasters in his morning face ;
Full well they laugh'd, with counterfeited glee,
At all his jokes, for many a joke had he ;
Full well the busy whisper, circling round,
Conveyed the dismal tidings when he frowned.
Yet he was kind, and if severe in aught,
The love he bore to learning was in fault ;
The village all declared how much he knew,
'Twas certain he could write and cypher too ;
Lands he could measure, terms and tides prease,
And even the story ran that he could gauge ;
In arguing too, the parson owned his skill,
For even though vanquished, he could argue still ;
While words of learned length, and thundering sound,
Amazed the gazing rustics, ranged around ;
And still they gazed, and still the wonder grew,
That one small head could carry all he knew."

MEMORY, AND CONCENTRATION OF THOUGHT.

How curious Memory ! how fleet its glance ! Though years have flown, and distant may have been the scene, all, all is treasured up. The faces, the voices, the reflections, opinions, affections, volitions and lessons of youth, are daguerreotyped in the mind's deepest recesses, to be remembered forever. 'Tis true, interesting portions of our mental history may seem to be blotted from the memory ; days, months and years, may roll on, and there be no evidence of their existence ; yet suddenly a thought arises in the mind, or is suggested by some circumstance in some way related to the forgotten portion of our lives, and again it is revived in all its freshness and strength.

"Lulled in the countless chambers of the brain,
Our thoughts are linked by many a hidden chain ;
Awake but one, and lo, what myriads rise !
Each stamps its image as the other flies."

We all, at times, put forth intentional memory,—exert the mind to recover something that has been forgotten. We do this not by direct act of the will, but by revolving in our mind something which we think resembles it ; and this power to recover lost or forgotten knowledge makes it highly probable, that, as the soul is immortal, its knowledge and thoughts are also immortal. The instances are

numerous of knowledge, in detail, recovered during some extraordinary and critical contingency. Drowning persons, after passing the condition of consciousness, have been resuscitated, and testified that during the last moments of consciousness, when the soul was about starting away from the body forever, every act and event of life, even the most minute and unimportant, again passed review in rapid succession. Scenes and circumstances long gone by, thoughts and feelings not known for years, came rushing through intellectual vision in all the activity and distinctness of real life. Insane persons, and persons afflicted with diseases and injuries that affect the brain, in that condition and after recovery, have remembered things long forgotten by themselves and others who were cognizant of them.

It is quite probable, therefore, that the human mind has power to regain every item of its forgotten thoughts, and "hold in eternal view its vast variety of knowledge." But like other powers of the mind, memory is sadly neglected. To descant upon its utility and value is quite superfluous. The internal pleasures of thought, and the consciousness of having ascertained truth, lose their intense pleasurable-ness when we reflect that the changing scenes of a few years will drive them into oblivion. What would we not give to be able to recall at pleasure everything we have seen, heard, or known, worthy of remembrance? What misfortune is greater than forgetfulness?

Memory, in common with all the mental faculties, can be improved and strengthened. Increase by exercise is a law governing all the animal and mental powers. Fixedness of attention, or *Concentration of Thought*, is the principal source and means of mental improvement. It will not do to indulge promiscuous impressions; the mental avenues must be closed against all encroachments foreign to the *present subject*; and thus keeping the mind fixed upon one particular subject, the ability may be confirmed to *retain* whatever has been once perfectly learned. That which is often attributed to a defective memory, is really a *want of attention*.

Dr. Adam Clarke gives an interesting account of the circumstances by which his mind was awakened, and the results of subsequent concentration of thought. He had spent days in fruitless endeavors to commit two lines and their construction, but all appeared to him an incomprehensible jargon. His distress was great, and he watered his book with his tears, and at last laid it by with a broken heart and went into a lower class. His teacher threatened the most

terrible punishments, and predicted for him a beggar's life. He returned to his former class, was taunted and insulted, and mocked with the bitterest comparisons. Stung to desperation and mortified beyond endurance, he determined to redeem himself. "What," said he in himself, "shall I ever be a dunce, and the butt of these fellows' insults?" He commenced studying, committed the lesson readily—recited, and took another lesson, and during the day astonished the whole school by asking every few minutes to recite.

From that moment he had no more trouble, but steadily advanced, outstripping all his classmates, and in time acquired that vast power and depth of intellect for which he was afterward so distinguished.

In this case the change from inaptitude to ability, from inattention to closeness of thought, though sudden, was complete. The power was there—it only wanted the incentive.

We may expect difficulties and failures, often, in our efforts to perfect memory and discipline intellect; but the end is worth the labor, however severe. The possession ours, how sweet the joy!

I should have remarked that memory is of different kinds,—various as the diversified nature and functions of the different faculties of mind; and hence to strengthen memory these faculties must be exercised both singly and in combination. Particular kinds of memory, as of names, dates, places, forms, facts, ideas, &c., may be developed to almost any extent, by observation and attention to each particular. Let every truth acquired, and every thought developed, be *labeled* and stored away for future use; and this will be found a present pleasure, as well as a future mine of intellectual wealth.

H. H. Y.

[From Moore's Rural New Yorker.

ELEMENTARY LITERATURE.

The world is suffering under a flood of books got up expressly for the benefit of children and youth. Scores of second-rate minds, ambitious of imparting their knowledge and thought, and perhaps sensible of their comparative unfitness to address the maturer intellects of men and women, are continually turning to the field of so-called juvenile literature to find a suitable sphere for the exercise of

their talents. Thus we are met on every hand by books for beginners,—books designed to simplify the principles of science to the understanding of the young, and to reduce thought to to the level of their capacities.

The value of this class of writing is of course various; while some are so very simple as to disgust those for whom they are intended, and others so admirable as to be the almost equal delight of young and old, the majority have, perhaps, no very decided character, as is to be expected of works making no claim to originality, but only aiming to present in a popular and attractive form the discoveries and sentiments of original thinkers.

Passing by the probable good accomplished by this multitude of books for elementary instruction and entertainment, let us consider for a moment the disadvantages of placing in the hands of the young, for study or perusal, works giving at second-hand the information originally presented by a superior class of books.

Persons of any considerable reading cannot have failed to notice in how much more clear, forcible, and intelligible a manner opinions, sentiments and truths are placed before the reader's mind by writers to whom they belong by original thought or discovery, than by others who have no right to them but that of acceptance, and who only aim to interpret and popularize them. The reason of this is evident. The processes, often severe and toilsome, by which the searcher for new truths reaches his object, the patient going over again and again all the approaches to the subject in hand, so familiarizes the whole matter to his mind, that when he comes to speak of it he does so with ease, and naturally employs the plainest, simplest language in announcing and explaining his discovery. Whatever additions subsequent investigations may make, the original or central idea of any science or system is not likely ever to be stated with such directness and distinctness as by its founder; for no other can be said to have such intimate and thorough acquaintance with it; and it is to be supposed that one who understands a thing best will communicate it best to others.

The opposite notion that the appreciative disciple will make the principles or doctrines of his master more intelligible to the common mind than the master himself is the excuse for a large proportion of the book making now and for years past going on.

That the proposal to play the interpreter between the great teachers and the mass of learners is quite gratuitous, so far as any desire

on the part of the former to be so explained is concerned, no one will be disposed to deny ; while the encouragement the latter continually receive in their efforts to simplify and reduce to common comprehension the ideas of their masters, is due to the fact that the studying and reading world have fallen into the belief that they are not endowed with minds capable of receiving those ideas as originally enunciated.

And this leads us to speak of the greatest disadvantage the use of juvenile books is likely to prove to us ; it tends to frighten us away from better books. If one had courage and resolution to break through the dread of great authors, which an exclusive acquaintance with inferior ones implies, the harm of studying only those of the latter class in early life might be in a considerable measure repaired in later years ; but to such an extent does the ordinary system of education increase our awe of great names, that too often we content ourselves with drinking from the lesser streams of thought and knowledge, rather than attempt (what seems too bold an undertaking,) to reach the highest sources of human wisdom. But if, as we supposed above, the discoverers in science and the great masters of thought communicate themselves more successfully than others can speak for them, what hinders our going directly to them for instruction ? We surely do ourselves wrong if we accept anything less than the best teaching we can obtain. * * * *

The only necessity for the great proportion of elementary books of science arises from children being set to study at a very early age ; but we deny that there is really anything gained by such a course. When boys and girls are old enough to undertake with profit, Geography, History, Mathematics, Language, &c., they are sure to get the best help from the best writers. A.

South Livonia, New York, 1861.

Miss not the occasion ; by the forelock take
That subtle power, the never halting time,
Lest a mere moment's putting off should make
Mischance almost as heavy as a crime.—[WORDSWORTH.

'Tis as easy to be heroes as to sit the idle slaves
Of a legendary virtue carved upon our father's graves.—[LOWELL.

[For the Indiana School Journal.]

EUROPEAN CORRESPONDENCE.

The Hohenstaufens, who they were—the Valley of the Neckar—Swabian Character—the Stork—Women are sometimes Worthy of Respect—the Old Church—Nature the Great Teacher.

In the Easter Holidays everybody goes somewhere, or does something extraordinary, so we determined to take a trip to Hohenstaufen. It is only a few miles from Stuttgart, and is one of the interesting points of Germany. You don't remember about Hohenstaufen? Well, let me refresh your memory. All these little countries in the center of Europe, and half the civilized world besides, used to be governed by emperors. Of course you know that?—but it is necessary for me to start from some point that you remember. The imperial power was elective, not hereditary, consequently the emperors were generally men of great resolution and force of character. And they needed all their power, for theirs could be no sleepy, luxurious existence. They planned and calculated, struggled and fought, and lived lives that were altogether well worth recording; albeit, many of them could neither read nor write. It is a stirring thing to read of their downfalls and uprisings—their humiliations and privations; their successes and excesses; their racings hither and thither, after or before an enemy; their crowning in haste with a hostile host storming the city walls, or in more than Roman pomp, the Pope himself placing the imperial crown upon the imperial head; their striving now for the union of the States of Germany, now for the conquest of neighboring States, now for the aggrandizement of their own families; their death on the battle field, or under the hand of the priestly poisoning physician, in the prison, in the palace, or wandering deserted on the way; their burial in most royal splendor—the crown on the head, the sceptre still in the dead hand—or as banished, excommunicated men, unworthy a place in holy ground because the Pope has thundered the Papal Curse over them, "Dash them to the ground, Almighty God! Strike them with blindness and madness! Hurl thy lightnings upon their heads! Let the earth burst under their feet, and the yawning deep devour them! Let them be cursed in time and in eternity, and let their whole race be accursed!"

The Popes carried it with a high hand in those days, but they had high hands to deal with, especially when the Hohenstaufens, (better known to the world out of Germany as Ghibellines,) came on the stage. Six of the German emperors came from this family, and Frederick Barbarossa, the second of the race, stands scarcely behind Charlemagne, either in the grandeur of his undertakings, or in the affections of the people, and the songs of the poets. He is not dead, according to tradition,

but sits in the castle of Kyffhausen, before a marble table through which his long beard has grown. Hundreds of years the enchanted sleep has held him, but when the ravens cease to fly around the mountain the old hero will rouse himself, his fair daughter who sits beside him will buckle his armor on, his sturdy warriors will start up and follow him into the world, and Germany will once more hew or build its way to the highest place among the nations. It is time the old warrior and statesman, (for he was both,) was coming forth; for with Napoleon instigating wars without, and princes and people disagreeing within, the Fatherland totters to its fall.

The Hohenstaufens were not an irreligious family, and they acknowledged the Pope, but they also acknowledged a higher law, and this the Popes would not brook. They therefore swore to exterminate the Hohenstaufens from the face of the earth; and with the help of the rival family of Guelfs, they succeeded. Frederick II, as great a man as Barbarossa, ended his stormy reign in Italy as he was waging war against the Pope. His four brave sons died also in Italy,—two in prison, one on the battle field, and one of fever; and his grand son, the beautiful Conradin, only sixteen years old, fell in Naples on the scaffold. "Oh mother, mother!" said he—his beloved young friend, Frederick of Baden, who stood beside him, and the executioner heard these last words—"Oh mother, mother! what sorrow I am bringing to thy heart!"

When the adherents of his house had called him to Italy, his mother entreated him not to go. "It is a fair land, my son, and thine by inheritance, but it has been the grave of thy race." The Ghibelline party answered for him: "We have waited sixteen years for the child to grow; we will wait no longer." He went, and so ended the Hohenstaufens.—Elizabeth, the bereaved mother, built in Tyrol a chapel to his memory, but she could not even have his body to weep over.

We determined to see the cradle of the mighty, and not unfortunate race; for though they had ended, and the end was sorrowful, they had accomplished not a little in life. But March winds and rains opposed our resolution until the very last of the holidays, then a clear sky and bright sun gave promise sufficient to send us in haste to the cars. Everybody else seemed there, but we managed to find seats, and soon were whirling along the beautiful valley of the Neckar. A fertile, rolling, smiling country is the valley of the Neckar, with vineyards and wheat fields in the highest state of cultivation. The Swabians, as the inhabitants of Wurtemberg and a part of Bavaria are called, have a wonderful reputation for stupidity. They are said not to attain to the age of discretion until they have lived forty years, and a common household expression throughout Germany is, "stupid as a Schwab!" The Swabians themselves do not enjoy the reputation, but they grin and bear it. Our Pennsylvanians belong to the same race, especially those in Berks county,

who won't learn to read because their fathers didn't know how. But in spite of reputation and appearance, they are a very sensible, shrewd people. There is no soil in Germany better cultivated than theirs, no trade and no manufactures more prudently managed; no people know better how to fleece strangers, or to take care of the hard earned or hard wrung penny. Their schools too are among the very finest in the world; their poets and preachers are excelled by none. They are as different as possible from our sharp, driving Yankees in their ways, yet as like as possible in the results they aim at, and in the accuracy of their aims. The Yankees, however, are a generous people—the Swabians are not; perhaps because they are so crowded each man must look out for himself, or be squeezed out of existence.

The villages in the Neckar valley, though in a good state of preservation, look old; perhaps if they had been built this century or within the last decade, they would have the same elderly aspect; as even the Swabian children, with their grave, round, but pretty faces, have a middle-aged sort of expression, contrasting curiously with their short bodies; but the villages are unmistakably old. Their names are recorded in history, and often with honorable mention, as this region suffered terribly in the Reformation times; and besides, venerable walls, arches and gates tell very plainly of other centuries. The churches are all lofty, imposing edifices, gray with age but not in the least dilapidated. On the end opposite the tower is almost universally a large stork's nest, and as the storks have just returned from their winter's sojourn in the south, we had the pleasure of seeing more than one long-legged, long-necked, individual solemnly viewing the landscape, or patronizingly looking down on the quiet village streets. The stork is regarded with great affection by the villagers, and his presence is considered a good omen. He seems, indeed, to be a sort of patron saint. If the spring brings no stork, there is a general feeling of regret, particularly with the children who thank the big bird for all their baby brothers and sisters. He alone knows the way to the blue lake whose bottom is covered with glass cradles.

We left the cars at Goeppingen, a large and pretty place, owing its beauty however, like most things in this world, to misfortune. By fire and sword it was destroyed again and again, until at last it rose with its present wide streets and fair proportions. The first great fire in all its details, was predicted by a woman, and is recorded in history to impress the useful lesson that women should not be altogether despised. The lesson however has not been learned, and Germany will not learn it for many a day to come, perhaps not until there is no longer a necessity for a standing army.

Charles V stationed several regiments of Spanish soldiers here to keep down the Reformation, but it would not be kept down, and the cruelty

of the Spaniards served only as an introductory chapter to the horrors of the Thirty Years War. More than once these streets were soaked in blood. They look peaceful enough now, but we were glad to get away from associations with terror and tyranny into the beautiful, open country. The Swabian Alb, (not Alps,) a far-away line of blue mountains, stretched along the sky to our right, while on either side of us were unfenced fields in which men and women were beginning their spring labors; before us lay a wood, and beyond the wood rose three mountains, the central one a bare, smooth, hat-shaped mound, we were told was Hohenstaufen. In a grove of firs, through which an old man led us, we lost sight of the mountains, and of all the world but singing birds, between us and the sky. In an oak forest which followed, our way was brightened by the early flowers of spring, but we seldom had a view.

Throughout Germany at certain distances along the country roads there are benches for tired wayfarers to rest. In North Germany they are rude wooden settees, in the South they are of stone and in three parts, the central a horizontal slab supported by pillars about five feet high. On this the poor women slip off the basket or tub from their heads; at each end is another slab the height of an ordinary seat. These rest-benches, as they are called, are an absolute necessity, as many a woman would fall under the immense burden she carries, if she could not now and then relieve her head of the weight. We, too, have often been very glad to appropriate a seat. To-day we had our dinners in a basket with us, as the day we went to Schiller's birth-place we could get nothing to eat in a tavern but batter-cakes, and not half enough of them; and we now thanked the community for a comfortable dining-hall.

The ascent was very gradual, and after leaving the oak grove very beautiful, the most charming landscape, varied with wood, village, field and hill, inviting us continually to stop. The village of Hohenstaufen, more than eight hundred years old, lies far up the mountain, immediately at the foot of the peak. The church is most ancient and venerable, very small, though provided with a high tower, and very picturesque. I have seen scarcely anything in Germany which looked so completely a relic of the past. There was something indeed appealing in the old, cracked walls, in the dim windows and the low, time-stained doors.—“The noble race is gone; not one stone of the castle lies upon another; why should I be propped up and made to bear the inquiry and wonder of the curious?” The front has been lately renewed and exhibits the escutcheons of the twenty or thirty independent countries which united formed the German Empire. In a circle in the center are the names of the six Hohenstaufen Emperors, and of Conradin, the unfortunate boy who closed the line. In this church Frederick Barbarossa worshipped as a boy, and when, during the intervals of his stormy life, he returned to his childhood's home for rest.

We climbed to the spot on which the castle stood, the very top of the mountain. If of any considerable size, it must have extended over the whole top, and it must have been very strongly built to resist the entirely unbroken force of wind and storm. History mentions more than one siege it underwent. They were bold and determined forces who climbed this almost perpendicular height. It seems almost impossible that they should meet with success, as they did. The castle walls were not left to the slow, still hand of time, but were destroyed by the mad peasants in the terrible Peasant-War.

The view is magnificent, yet like all wide views, melancholy in spite of the sunny and beautiful fields, the shady groves, and clustering villages which lie at the foot of the mountain. At this height the world seems so grand and so still, the sky so all-embracing and mysterious! Frederick Barbarossa's strong young soul was nurtured here; here it grew lofty and free; here it learned from the wide leaf which nature spread open, a greatness neither schoolmaster, nor court or camp-train-M.

LABOR.

The following, from the *Ohio Farmer*, was handed us by Prof. R. T. BROWN, of this city, for publication. We commend it to our readers:—

The world don't sneer any longer at the *independent* young woman. Thank heaven for that, girls! The old figure of the vine clinging to the oak has fallen into disuse. Sensible men begin to pay homage to women who can stand alone. Although their vanity was flattered by the natural protection they were able to offer, yet they were so much embarrassed with the helplessness and folly of the poor dependents, that they are quite willing to give up the former, that they may avoid the latter.

Hard working brothers are not going to support idle sisters hereafter. A haughty young man said, a few months ago, "I can never consent that *my* sister shall engage in any mechanical employment." But in these fast days, opinions change very rapidly. That which is ridiculed to-day, is regarded with marked favor to-morrow. That same sister now works by his side in a printing office eight hours per day, and both declare they never were so happy before. The father is beginning to weary of the sacrificial altar upon which he daily offers his time and energies to support a family of daughters in luxury and extravagance. It has occurred

to him, recently, that they might as well work as he. The value of their accomplishments no one can deny; but the market is very dull, and he half suspects that in future such graces will be held cheaper than good brains and a practical knowledge of life and its duties.

So much is it the fashion in some circles still, however, to despise labor, and so shrewd are women to discover this, that I have seen persons who have done the hardest and most menial service, affect entire ignorance of all domestic affairs. You who live in the rural districts, where you all labor, and are all sufficiently sensible to appreciate its dignity and respectability, can hardly imagine that such follies are perpetrated. A girl whom I knew, once performed the chief offices of the kitchen, and was a sort of general servant for a whole family, often milking cows, harnessing horses, etc.; but when she got into a city boarding school, she was as utterly ignorant as if she had descended from the region of the gods who live on ambrosia and nectar. She readily took to worsted work and piano-thumping, to perfumery and display of dress; and very soon she became as languishing and dependent as any votary of fashion. Her versatility was the chief thing in her to be admired; and a grand woman she might have made, if she had not fallen a victim to this false sentiment. Had she had moral principle to guide and control her energies, had she been truthful and duly impressed with the holy necessities of labor, who can say how useful and beautiful she might have been?

Only last evening, I heard a simpering, newly-married woman parading her want of knowledge. She knew nothing of cooking whatever. She had tried to make cake a dozen times since she had been keeping house, but it was a failure on every occasion. In the company was a shrewd young man who listened to her story, which was a matter of much merriment to herself; and although he meant to be civil, I dare say, yet his lip curled with contempt, and his whole expression declared most emphatically, "What a goose of a wife you are!"

These fashionable school girls and simpering women have not discerned the signs of the times. They have not looked through the gilded bars of the prison in which they have voluntarily secluded themselves, and seen the multitude of women who are coming up from various quarters, and taking their place by the side of men in useful and lucrative business. They have not discovered the few noble examples among the daughters of the wealthy, who are beginning to take hold of life with a firm purpose, that they may solve for themselves the problem of individual existence and independence. These great truths that we have heard about the dignity of labor, and which in time past have been but "glittering generalities," are beginning to take root in the character of our people; and although it may be a long time before the masses will be redeemed by their influence, yet there are evidences of vitality and progress.—J. ELIZABETH JONES.

JOTTINGS FROM THE JOURNALS.

"Our educational system, as at present organized, would seem to imply that only a certain number of years are available for study ;—that at the striking of the clock of a given year, the mental faculties, by some law as rigid and inexorable as death, close forever upon all ability to acquire. And, therefore, this stress of effort, this crowding, and coaxing, and forcing—this unnatural strain upon these faculties, during the "available" season. Either this, or some necessity of circumstance, makes study impossible in later years.

"The results of this unnatural method of ours are seen, not only in the ways we have indicated—in the injury to the physical well-being and indirectly therefore to the mental ; in the impossibility of attention to other equally imperative demands of the nature, and other relations of the scholar to the family, and to society in the future ; but in the revenge which these abused faculties often take into their own hands.

We are all familiar with instances of this, more or less appalling, but seldom credit them to their proper causes. It is not many days since a mother confessed with sadness, that her child, now only twelve, who had been at school since four years of age, and had manifested unusual fondness for study, and especial proficiency in mathematics, was suddenly become indifferent to them all, and anxious to be free from school."—*Dio Lewis' New Gymnastics, and Journal of Physical Culture.*

BE EARNEST.—"Horace Mann, I think it is, who describes a visit he made to a school in some remote mountain region of Scotland, where he found the teacher with his coat off, in front of the class, laboring intellectually and even physically, as if his very life depended upon his earnestness. His eyes flashed the genuine soul-fire ; his words came quick, and resonant ; his arms swung, his body swayed. He was working, and every power of body and mind was enlisted in the service. And the intense interest and activity of the pupils attested the vitality of the instruction ; the little boys and girls were in such a state of mental excitement as fairly to leap off their seats when a question was put to them."—C.—*Wisconsin Journal of Education.*

"It is a fundamental principle in teaching science, that elementary definitions and elementary ideas should be made exceedingly plain and clear in the pupil's mind, and perfectly familiar to him for a considerable time before any rapid movement in advance is made. Not that the pupil should be wearied and discouraged by being kept back when he is ready to advance ; but only, (and this all important,) that he should not

be allowed to advance before he is prepared. At every step he should be encouraged and required to put his knowledge to the test of practical application. Thus accuracy of conception, and accuracy of results, from rapid operations promptly undertaken, are to be primary objects of endeavor in all scientific education, even from the earliest years."—*Rev. T. Hill—Ohio Educational Monthly.*

"The laws that govern and control mind in its formation and development, cannot be too well understood and closely followed, if the teacher would smooth the path of the learner in the acquisition of knowledge, as well as make the work of instruction a pleasure and not a task. . .

Nature works by fixed and unerring laws. The plant is perfected by a regular and continuous growth of its various parts, and brings forth its fruit in its season. . . . So too, there is a natural and regular opening and development of the powers of the infant mind."—*N. Y. Teacher.*

"He speaks truly who says there is nothing so exquisitely touches the soul as another soul. 'It is a most ineffable feeling one experiences when he is the target at which some mind strikes, not with a single faculty, but with the whole force of its joy-bearing nature; or when one finds himself susceptible to some noble thought evolved by some noble mind in which such thoughts have fit cradle and issue. A single flash of a mind carries the delight of heaven to the soul oftentimes.' But we clothe ourselves too much with soul-proof armor. We sit side by side with so-called friends, but continue strangers. We close the doors and windows of our hearts, shut ourselves in, and then wonder that it is not our privilege to entertain angels unawares."—*R. I. Schoolmaster.*

"It is a very pleasant and proper thing, no doubt, to have a *purpose*, but happy is the man who can indulge in the luxury now and then, of having none at all; who can give over at intervals the steeple-chase of the world, and have a heart holiday; pass his hand across his brow and wipe out the wrinkles, and so reverse life's engine and be a boy again."—*Michigan Journal of Education.*

"Pupils are often allowed to hold their books in the right hand; it is a bad practice. How awkward it looks to see a minister thus holding a book! A taste should be cultivated and a habit formed, in this respect, in early life. If this were done to any considerable extent, we should not see so many as we now do, who seem almost devoid of taste. . . .

"A teacher should not fall into the habit of asking a question and accepting something that is akin to the answer, but not *it*. No matter what the question may be, that question, and no other, should be answered."—*Mass. Teacher.*

EDUCATION is an art or science which, despite the great improvements that have been made in modern times, is yet but in its infancy. The experience of almost every day teaches us how much the success of any one system of education depends upon the character and resolution of the instructor. A Dr. Arnold can work wonders with means that prove utterly inadequate with weaker spirits. We agree with Prof. Pillans, that in almost every case "where young people are taught as they ought to be, they are quite as happy in school as at play; seldom less delighted, nay, often more, with the well directed exercises of their mental energies, than with that of their muscular powers."—*London Critic.*

[For the Indiana School Journal.

EOLUS.

BY P. FISHE REED.

Arise! Eolus, from thy mystic cell,
 And wake thy sluggard servants to their duty!
 Arouse the slumbering zephyrs from the dell,
 To breathe their sighs where Flora sits in beauty!
 Would they had never flown to Borean zone,
 To be back driven by the sturdy gale.
 Who swells their voices to his boisterous tone.
 And hurls their gentle music-tones from out the sunny vale.

II

The Borean bell has tolled the lowly vespers
 Of the pent up winds, who, pensive, grieve
 In mournful sweetness, while their smotherd whispers
 Are so softly breathed to summer eve;
 And whirlwinds, big with power, await the hour
 When they shall burst their mountain bands asunder.
 And ravish Beauty, in her blooming bower.
 And hurl her dirge, to hill and dale, in tones of mighty thunder:

III

For at thy stern command old Boreas fills,
 With furious, howling storms, the earth and ocean;
 And drives Collina from the trembling hills,
 To gaze with wonder at the strange commotion!
 For ocean, hill and plain, must feel the bane
 Of storm and tempest, as, in wild elation,
 Their reckless arms do strive, with might and main,
 To strew the fresh and blooming earth with ghastly desolation!

[From the Ohio Educational Monthly.

WINTHROP B. SMITH & CO.

Winthrop B. Smith, the senior member of the Publishing House of W. B. Smith & Co., was born in Washington, Litchfield County, Connecticut, in the year 1808. He removed to Cincinnati in 1833, where he associated himself with W. T. Truman; and together, under the name of Truman & Smith, they engaged in the book-business the same year; and the following, in 1834, they commenced the publication of the "Eclectic Series of School Books."

It is difficult to conceive at this time, when our schools are most liberally supplied, not only with all kinds of excellent school-books, but with every educational appliance which an enlightened and generous support of our schools demands, the evils which both teachers and pupils then suffered in consequence of the wretched miscellany of books existing in schools. Robinson Crusoe, Pilgrim's Progress, the Testament, Book of Martyrs, &c., were each and all used as manuals in reading; and, as a consequence, classes were indefinitely multiplied, the teacher's labors increased, and the value of his instruction greatly diminished. Cut off from the eastern cities—railroads not then introduced—and isolated as it were from all educational enterprises, our schools struggled on as best they could, with poor facilities, poor organization, and stinted support.

Mr. Smith conceived the idea of having prepared, published and introduced into the schools of the West, a series of elementary text-books adapted to the wants of schools, well graded, progressive, interesting, instructive, appropriate. Acting upon this idea, Prof. W. H. McGuffey, of Miami University, Oxford, was engaged to compile a Series of School Readers. These were first published in 1834, and may justly claim to be the pioneer school-books of the West. Since that time the Eclectic Series has been repeatedly revised, improved, enlarged, additions made to it, until now, when the annual sales of the different books constituting it, exceed two million copies.

Truman & Smith continued together until 1842, when Mr. Truman retired, and Mr. Smith continued the business alone till 1845, when the present firm of W. B. Smith & Co.; was organized.

The number of operatives employed in all the different departments of the establishment, in manufacturing, packing, and shipping—is about two hundred.

The Eclectic Books are printed from electrotypes, copper-faced plates, upon Adams' new patent Power Presses, of which, at times, there are seventeen, driven by steam, and exclusively engaged in printing "School Books for the Million."

The following sketch we copy from the *Christian Advocate* :

"Down beneath the cloud of smoke created by the hand of industry, which hangs over the city; and in among the vast workshops and warehouses of trade that have given wealth and fame, and which are constantly adding to the prosperity of Cincinnati, is much of extraordinary interest. The great improvements in mechanical science during the past few years, the introduction of steam machinery into nearly all departments of industry, with an exercise of that enlightened enterprise which distinguishes the business men of Cincinnati, has caused the erection of establishments, whose vast extent of business is never dreamed of by the thousands who daily pass beneath their shade.

"Who of the throngs that crowd the busy center of that great and growing city, conceives that right *there* is located a vast auxiliary to the cause of education—a workshop, where the lessons of youth are prepared with great care, skill, and ability, and from which they are sent forth in exhaustless quantities over the whole country? Who supposes that there is in Cincinnati, the largest publishing house of Common School Books in the world? Surprising as it may seem, it is nevertheless true. The establishment we allude to is that of W. B. Smith & Co., Educational Publishers. It is an old established house, but has recently taken possession of new buildings, planned and erected expressly for the better prosecution of the immense business of the firm. Messrs. Smith & Co. are exclusive publishers of class-books especially adapted to the various branches taught in the Free Public Schools of the country—books well and widely known as The Eclectic Educational Series.

On the character of the Eclectic Series it is not designed to dwell. The public long since passed its opinion on their merits. The fact that about two million copies are sold annually, is more significant of the esteem in which they are held than anything we might say in their praise.

It is well known that Messrs. Smith & Co. have persistently refused to add to their list of Educational Works, only so far as they could procure those of undoubted superior merit, and of the most pure and elevated moral tendency, calculated to imbue the minds of youth with a love of truth and virtue. To this is undoubtedly owing, in a great degree, the unprecedented popularity of their School Publications."

The city of Mendoza, in the Argentine Republic, was totally destroyed on the 20th of March by an earthquake. Nearly 15,000 lives were lost, and the number who were enabled to escape was very small.

There are 30 newspapers published in the empire of Brazil, some of them of large circulation.

APPORTIONMENT OF THE SCHOOL REVENUE FOR 1861.

DEPARTMENT OF PUBLIC INSTRUCTION,

OFFICE OF SUPERINTENDENT,}

INDIANAPOLIS, May 29, 1861.}

The following is a tabular statement showing the number of children between the ages of five and twenty-one years, enumerated in each county of the State, as reported in November, 1860, and the amount of common school revenues collected in each county for apportionment, and the distributive share thereof, apportioned to each county according to said enumeration :

Number.	COUNTIES.	No. of children between five and 21 yrs in each Co.	School revenues for apportionment collected in each county	Distributive share apportioned to each county.
1	Adams, - - - -	3,891	\$2,929 00	\$4,202 28
2	Allen, - - - -	13,028	9,246 14	14,070 24
3	Bartholomew, - - - -	7,401	9,176 28	7,993 08
4	*Benton, - - - -	997	†2,107 09	1,076 76
5	Blackford, - - - -	1,744	1,234 71	1,883 52
6	Boone, - - - -	6,454	6,370 32	6,970 32
7	Brown, - - - -	2,752	1,991 90	2,972 16
8	Carroll, - - - -	4,949	5,725 57	5,344 92
9	Cass, - - - -	6,291	7,161 48	6,794 28
10	Clark, - - - -	7,202	8,583 89	7,778 16
11	Clay, - - - -	4,852	4,699 94	5,240 16
12	Clinton, - - - -	5,835	5,384 07	6,301 80
13	Crawford, - - - -	3,549	2,270 17	3,832 92
14	Daviess, - - - -	5,245	5,095 17	5,664 60
15	Dearborn, - - - -	9,414	9,580 97	10,167 12
16	Decatur, - - - -	6,794	7,690 29	7,337 52
17	Dekalb, - - - -	5,557	3,545 52	6,001 56
18	Delaware, - - - -	6,158	7,290 20	6,650 64
19	Dubois, - - - -	4,106	3,206 74	4,434 48
20	Elkhart, - - - -	8,034	7,610 20	8,676 72
21	Fayette, - - - -	3,639	6,945 65	3,930 12
22	Floyd, - - - -	6,369	6,597 70	6,878 52
23	Fountain, - - - -	5,525	6,206 86	5,967 00
24	Franklin, - - - -	7,524	9,300 30	8,125 92
25	Fulton, - - - -	4,034	3,494 64	4,356 72
26	Gibson, - - - -	5,079	7,180 95	5,485 32
27	Grant, - - - -	6,262	4,631 21	6,762 99
28	Greene, - - - -	6,300	4,247 73	6,804 00
29	Hamilton, - - - -	6,893	5,832 10	7,444 44
30	Harrison, - - - -	7,276	5,675 56	7,858 08
31	Hancock, - - - -	5,363	5,057 16	5,792 04

* The report from Benton county, not received when the apportionment was made, shows a decrease since last year of over six hundred dollars in the amount of school revenue collected. This county in making the apportionment was estimated as paying the same as last year.

{ † Estimated

No.	Counties.	No. children between 5&21	Sch. Rev. collected.	Distributive share to each
32	Hendricks, - - -	6,078	8,002 09	6,564 24
33	Henry, - - -	7,696	9,734 78	8,311 68
34	Howard, - - -	4,805	4,143 04	5,189 40
35	Huntington, - - -	5,886	3,827 31	6,356 88
36	Jackson, - - -	6,189	6,956 94	6,684 12
37	Jasper, - - -	1,676	1,822 56	1,810 08
38	Jay, - - -	4,584	3,163 29	4,950 72
39	Jefferson, - - -	9,989	9,394 27	10,788 12
40	Jennings, - - -	5,893	4,714 59	6,364 44
41	Johnson, - - -	5,447	8,949 86	5,882 76
42	Knox, - - -	5,948	6,579 68	6,423 84
43	Kosciusko, - - -	7,140	5,920 09	7,711 20
44	Lagrange, - - -	4,380	3,694 48	4,730 40
45	Lake, - - -	3,420	2,432 35	3,693 60
46	Laporte, - - -	7,978	12,188 37	8,616 24
47	Lawrence, - - -	5,017	7,627 78	5,418 36
48	Madison, - - -	6,700	6,199 87	7,236 00
49	Marion, - - -	12,664	27,330 41	13,677 12
50	Marshall, - - -	4,799	4,727 59	5,182 92
51	Martin, - - -	3,390	1,787 00	3,661 20
52	Miami, - - -	6,472	6,389 05	6,989 76
53	Monroe, - - -	5,044	5,414 14	5,447 52
54	Montgomery, - - -	7,393	11,402 37	7,984 44
55	Morgan, - - -	5,945	6,013 65	6,420 00
56	Newton, - - -	900	341 31	972 00
57	Noble, - - -	5,525	4,406 51	5,967 00
58	Ohio, - - -	2,041	2,223 35	2,204 28
59	Orange, - - -	4,669	4,831 54	5,042 52
60	Owen, - - -	5,773	4,819 72	6,234 84
61	Parke, - - -	6,068	7,800 25	6,553 44
62	Perry, - - -	4,507	3,966 59	4,867 56
63	Pike, - - -	3,912	4,224 52	4,224 96
64	Porter, - - -	3,259	4,140 80	3,519 72
65	Posey, - - -	6,019	8,309 51	6,500 52
66	Pulaski, - - -	2,231	1,790 94	2,409 48
67	Putnam, - - -	7,388	9,791 61	7,979 04
68	Randolph, - - -	7,161	5,409 65	7,733 88
69	Ripley, - - -	7,277	5,745 85	7,859 16
70	Rush, - - -	5,761	8,634 28	6,221 88
71	Scott, - - -	2,983	2,293 45	3,221 64
72	Shelby, - - -	7,469	8,989 06	8,066 52
73	Spencer, - - -	5,522	4,513 09	5,963 76
74	Starke, - - -	868	813 33	937 44
75	Steuben, - - -	3,970	2,628 94	4,287 60
76	St. Joseph, - - -	6,857	6,310 07	7,405 56
77	Sullivan, - - -	5,813	5,200 23	6,278 04
78	Switzerland, - - -	4,931	3,751 01	5,325 48
79	Tippecanoe, - - -	8,091	11,523 69	8,738 28
80	Tipton, - - -	3,078	2,716 55	3,324 24
81	Union, - - -	2,512	4,708 92	2,712 96
82	Vanderburgh, - - -	8,142	15,274 69	8,793 36

83	Vermillion,	-	-	-	3,594	4,697 81	3,881 52
84	Vigo,	-	-	-	7,369	10,665 89	7,958 52
85	Wabash,	-	-	-	7,305	6,344 36	7,889 40
86	Warren,	-	-	-	3,663	3,709 07	3,956 04
87	Warrick,	-	-	-	5,317	5,749 48	5,742 36
88	Washington,	-	-	-	6,711	8 116 76	7,247 88
89	Wayne,	-	-	-	10,769	17,16 88	11,630 52
90	Wells,	-	-	-	4,585	2,829 58	4,951 80
91	White,	-	-	-	3,228	2,397 73	3,486 24
92	Whitley,	-	-	-	4,245	3,593 55	4,584 60
						*973 00	

Total,	-	-	-	-	512,572	\$555,196 83	\$553,577 76
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The apportionment has been made upon the basis of the figures in the printed tabular statement in the report of the late Superintendent. We fear some slight mistakes will arise from errors in the *printing* of said tables.

There will necessarily be a small balance left in the State Treasury, as we could not send infinitesimal fractions of a cent to each child. This amount will be less the errors in Benton and Martin counties.

It will be remembered that in the above tables there is not included any of the delinquent tax paid in last fall. When our present State Treasurer assumed the duties of his office in February last, there was not one cent of money on hand as shown in his official statement at that time. The school revenue of the fall previous had already been used for other purposes. Hence we could only give each county credit for the amount paid in this spring. The State officers desire to be held strictly accountable for all moneys received by them, but they cannot be responsible for that which they have never seen or controlled.

MILES J. FLETCHER,

Supt. Public Instruction.

DISTRIBUTION OF THE SCHOOL FUND.

On Thursday, May 30th, the following resolution was reported from the Committee on Education, and adopted in the Senate on motion of Mr. Line, the Senator from Franklin :

Whereas, the Auditors of several counties of the State have failed to make their reports to the State Superintendent of Public Instruction as is required by the School Law, passed at the last regular session of the General Assembly of Indiana, thereby preventing the Superintendent from making his distribution of the school funds equitably, by the time such distribution was required to be made by law : Therefore,

RESOLVED, That we approve of the delay of the Superintendent in making said distribution until said County Auditors have made their reports as required by the law.

RESOLVED, That it is of the highest importance to the educational interests of Indiana, that every public officer connected with the school law, either directly or remotely, should be prompt in the discharge of his official duty.

* Amount on hand in Lagrange Co., not included in this year's report.
Deduct \$700 67 repaid Marshall county on account of error last year.

TO THE PEOPLE OF INDIANA :—

Your Superintendent is glad at length to be able to make the apportionment of the School Revenue. He has no apology to offer for the delay, but would respectfully submit a brief explanation.

For years past my predecessors, making their apportionments at the time prescribed by law, have been obliged to act in a great degree upon "mere guess work." Their "guessing" was always for a less amount than was actually collected. This overplus was never afterward heard of. The County Treasurers claimed that they paid it into the State Treasury; the State Treasurers say that it was used up for other purposes—which was of course in violation of all law. It is sufficient for us to know that the money was lost to the school revenue. The Hon. Samuel L. Rugg, late Superintendent, says in his report :

"We regret very much to see so large an amount of the school revenue which is collected for tuition fail to reach its appropriate object. The statement shows that there are balances of school revenue in the State Treasury now amounting to \$303,921 68, which has been accumulating there for many years, under a very defective provision of the school law."

The Legislature at its regular session provided for the repayment of this loss. The first installment of \$25,000 will be paid in June 1862, and the same amount semi-annually thereafter until it is all repaid. In order to prevent a recurrence of this difficulty, the Legislature, by a special provision, subjected the County Auditors who failed to report at the proper time, to a diminution of \$100 in the apportionment to the delinquent counties, the amount to be withheld by the Superintendent, and the counties to recover by suit from the Auditors. Severe as the penalty seemed, it failed entirely to remedy the difficulty. When the day came to make the apportionment twenty-five counties had not reported. The Superintendent was not omniscient—he did not know the amount of tax that would be paid in, or how large the delinquent list would be. To him it was all darkness, not even having correct data of former apportionments to guide him. He therefore determined not to act in the matter until the delinquent counties did report. To have pursued any other course would have resulted in serious loss to the school revenue, and continued the complication of this already tangled matter. He deemed it best to remedy the difficulty now, although he deeply sympathized with the poor teachers all over the State who were anxiously waiting for their pay. But none would have been in this condition had not nearly every district in the State, in violation of all law, persisted in employing teachers in anticipation of the revenue. This difficulty is settled for the future, as no teacher can be employed unless the Township has the money on hand for the payment of said teacher.

On the 23d of May the following resolution was adopted by the Senate:

"On motion of Mr. Studabaker, it was

Resolved, That the Superintendent of Public Instruction be, and is hereby, requested to inform the Senate at an early day the cause of the delay in the distribution of the School Revenue; and if the delay is occasioned by County Auditors failing to make reports as the law requires, to inform the Senate of the names of such delinquents and the counties to which they belong; also, to recommend such amendments to the school law, if it is required, as will insure promptness in the distribution of the school revenue, as required by law, hereafter."

The Superintendent replied, giving his reasons as to why he had not made the apportionment. His conduct was endorsed by both branches of the Legislature, which makes further explanation unnecessary.

The Superintendent also urged the justice of passing an act to relieve the County Auditors, believing that in many cases it was impossible for them to report at the time required by law. They were accordingly relieved.

This bill was not passed until the evening of the 28th of May, which made a difference of \$2,500 in the apportionment; hence you see that it was impossible to make a distribution until the 29th, and on that day it was made.

Benton and Martin counties have not yet reported. Martin will, however, draw more than she pays in. The delinquent list is unusually large this year. By the new law there is to be a fall apportionment, which will include the delinquent tax. Township and City Trustees should specially remember that they must not hereafter employ teachers unless the money is on hand to pay them. This matter is fully explained in the notes to the School Law.

The apportionment of the Congressional Township revenue is a matter which the Superintendent does not control. The amount arising from this fund is known to each Auditor, and he is to be governed in distributing it by the following provisions of the School Law:

"In making the distribution of the income of the Common School revenue, the Auditor shall ascertain the amount of the Congressional Township school revenue belonging to each city, town and township, and shall so apportion the Common School revenue as to equalize the amount of available school revenue for tuition to each city, town and township, as near as may be according to the enumeration of children therein: *Provided, however*, That in no case shall the income of the Congressional township fund belonging to any Congressional township, or part of such township, be diminished by such distribution or diverted to any other township."

In conclusion, your Superintendent would remark that he had anticipated many pleasant and profitable meetings with the friends of educa-

tion in each county. But now an intense feeling of excitement fills every mind, and men are loth to listen to anything that does not savor of war. Discouraging as this may seem, he will yet visit you. He will give due notice as to the time of his coming, and he would ask of the Auditors that they notify the Township Trustees and teachers, and secure the Court House, that he may address them at 2 o'clock, P. M., on the day of his visit. He will also be pleased to address the citizens of of each county seat and vicinity at 7 P. M. of the same day.

MILES J. FLETCHER,

Supt Pub. Instruction.

Indianapolis, June 1, 1861.]

Mathematical Department.

DANIEL R. KWOOD, EDITOR.

PROBLEM No. 219

A farmer gave his son \$100 with which to purchase one hundred head of cattle, hogs and sheep; for the cattle he gave \$10 per head, for the hogs \$3, and for the sheep fifty cents. Required the number of each.

SOLUTION.—BY Q.

Let x = the number of cattle,
 y = the number of hogs,
 z = the number of sheep.

Then we have,

$$\begin{aligned}x + y + z &= 100, \\ 10x + 3y + \frac{1}{2}z &= 100;\end{aligned}$$

eliminating z , we get $19x + 5y = 100$, whence $y = 20 - \frac{19x}{5}$,

but x and y are both positive integers, and, therefore, $\frac{19x}{5}$ must be a positive integer less than 20. The only value of x which will satisfy these conditions is $x = 5$; whence $y = 1$, and $z = 94$.

—Solutions of this problem were also given by ITHAMER B. LAMB, EDWIN C. FARQUHAR, and JOHN M. THORNBURGH.

PROBLEM No. 220.—BY ITHAMER B. LAMB.

A gentleman has 11 garments, worth \$66, consisting of coats at \$12, pantaloons at \$5, hats at \$4, and vests at \$2. How many has he of each?

PROBLEM No. 221.—By ITHAMER B. LAMB.

A prize of \$100 is to be divided among 75 men according to four grades of merit; the men in the several grades are to receive $\$4\frac{5}{9}$, $\$1\frac{1}{3}$, and $\$3\frac{3}{4}$ each respectively. How many are there in each grade?

PROBLEM No. 222.—By R.

Suppose eight men, A, B, C, D, E, F, G, H, all start from the same point. A travels North 4 miles; B, North 45 degrees East, 5 miles; C, East, 6 miles; D, South 45 degrees East, 7 miles; E, South, 8 miles; F, South 45 degrees West, 9 miles; G, West, 10 miles; H, North 45 degrees West, 11; after each has arrived at these respective distances from the starting point, in the given directions, required the distance from each man to each one of the others.

PROBLEM No. 223.—By Q.

Inscribe the maximum cylinder in the solid generated by revolving the cycloid about its base.

Resident Editor's Department.

We have reserved a smaller space than usual for our Miscellany this month, in order to give the Superintendent's report of the Apportionment of the School Revenue. Several errors occurring in it as first published, it has been revised by the Superintendent, and is now given correct. Those papers which were so ready to find fault with the Superintendent about the apportionment should now copy the accompanying Circular, at least, and thus set the Superintendent and *themselves* right before the people, many of whom will not otherwise see it.

—The article on "Education," embracing the first several pages of the JOURNAL, (to be concluded in next number,) will interest and repay. Dr. Ellsworth is well known as a vigorous and correct thinker, and a true friend of popular education. Read it, parents especially.

H. H. Y.

INSTITUTE AT BUTLERVILLE.

A Teachers' Institute will be held at BUTLERVILLE, Jennings county, commencing on the 29th inst., and continuing three weeks. The Institute will be conducted by J. Hurty as Principal, assisted by an able corps of teachers and lecturers. A thorough course of instruction and practical

illustration in elementary branches will be given. Mr. Fletcher, Superintendent of Public Instruction, will be in attendance during the last week of the session.

Good for Jennings! This, we believe, is the first Institute ever organized in the county. A few years ago an Association was organized, which after holding several pleasant sessions was allowed to die, simply, if we remember correctly, for want of a competent leader. Hence we think the teachers of that county are fortunate at this time in securing the services of so able an instructor as Mr. Hurty. May success attend this meeting; events like this speak a brighter day for Jennings.—H. H. Y.

LEWIS'S NORMAL INSTITUTE—BOSTON.—This new Institution for the education of "guides in Physical Culture," will commence its first session on the 4th inst., to continue nine weeks. The instructors are T. H. Hoskins, M. D., Professor of Anatomy; Josiah Curtis, M. D., Professor of Physiology; Walter Channing, M. D., Professor of Hygiene; Dio Lewis, M. D., Professor of Gymnastics. Tickets for the course, \$75; Matriculation, \$5; Diploma, \$10. Address the Secretary, T. C. Severance, Boston, Mass.

Physical Culture, especially in the department of Gymnastics, is one of those arts which demand the living teacher. The subject has long occupied attention, but the organization of a college for the purpose of teaching both the art and science of physical training is a recent thing.

Those who are acquainted with Dr. Lewis' novel system of Gymnastics will admit the superiority of its exercises over those of the ordinary gymnasium. All the exercises are adapted equally to both sexes. We confidently predict its success.

H. H. Y.

The following should have appeared in the May number, but was mislaid. We insert it now to atone for a seeming neglect:—

COLUMBUS, IND., April 6, 1861.

ED. JOURNAL.—We have opened the Columbus Institute, and at the close of the second week have enrolled 355 pupils—a much greater number than have ever been enrolled in this school.

We are keeping a registry of the names of visitors; number now, 43.

I have never seen a community more interested in schools than this at the present time. Since organizing we have employed two additional teachers. I am fairly in the "Harness" again.

Yours, truly, J. M. OLCOTT.

The New School Law, with copious notes and suggestions by the Superintendent, is now ready. Teachers and School officers can have it by addressing the Superintendent.

UNACCENTED VOWELS.—Our attention has been called to an article on this subject in the May number of the *Mass. Teacher*, which we had intended to copy into this month's JOURNAL, but for want of room defer it to a future No. The writer reviews an article in the *N. Y. World* on "Pronouncing Dictionaries," condemning "both our distinguished American lexicographers for their treatment of the vowels in unaccented syllables, and urging the publication of a work in which all the vowels shall have their exact and distinctive quality presented to the eye by some device of notation." The writer in the *Teacher* maintains that the attempt would be a failure, and that such a system, if possible, "would be so complex and cumbrous as to perplex rather than assist the inquirer."

So we think. Whenever we attempt to indicate the exact and distinctive quality of each vowel by a system of notation, the result will be to unduly increase the quantity, and thus enhance the very evil sought to be remedied: viz., imperfect or defective pronunciation. H. H. Y.

COLLEGE COMMENCEMENTS.—The Annual Examination and Commencement exercises of the various colleges in our State, so far as we have heard, have been both interesting and encouraging. Asbury University graduated a large class, whose literary exercises are highly commended.

The *Bloomington Republican* says the examination of the classes in the State University was very satisfactory to all concerned. The classes of Franklin College at no former period acquitted themselves so honorably. The exercises of the N. W. C. University are now in progress, (June 28th). So far, they are eminently satisfactory. The Catalogue for 18-60-1 shows the Institution to be in a flourishing condition. There are of Seniors, 6; Juniors, 11; Sophomores, 15; Freshmen, 25; Irregular, 19; College Preparatory, 66; English Department, 101;—total, 243. This Institution may be justly regarded as one of the best in the State.

The McLean Female Institute closed the year on the 26th ult., with great credit to teachers and pupils. The ill health of Mr. Todd has compelled him to resign his position as Principal. Rev. C. Sturdevant, of Springfield, Ohio, is to be his successor. The Catalogue of the Institute shows an average attendance of 175 pupils.

The department of Practical Teachings is omitted this month on account of the multiplicity of duties, consequent upon the closing of the school in the University, and illness of the editor, Mr. Benton.

Mr. Cyrus Smith is School Examiner for this (Marion) county. P. O. address, Indianapolis. We shall give the names and postal address of all the Examiners as soon as they can be ascertained.

The Dictionary Prize Essay will be published in our next number.

GLEANINGS FROM REPORTS.

Many excellent School Reports have recently reached our table, for which we thank the authors. If our space permitted, we should be glad to make a careful review of some of them, but must confine ourselves to a few gleanings, upon the most important topics here discussed.

INDIANA.—Naturally, we turn to our own State first. The most important statistical information contained in the report has already been given in this Journal. Upon the subject of Normal Schools Mr. Rugg says:—

"Next to sufficient revenue for the support of our system of public instruction, our greatest educational necessity and want is a school for the instruction and preparation of teachers for the common schools in the arts and sciences of their profession—a school to do in the business of teaching that which is not done in any of the schools of the State. The State University, and most of the universities, colleges, and high schools within the State, enjoy high reputations for excellence and efficiency in their respective spheres of usefulness; yet they do not lessen the necessity for a good normal school.

Such a school would not become a competitor with other schools for their public or private patronage, nor withdraw from them their pupils or support. The full measure of favor which such other schools receive, they would enjoy still. It would no doubt tend to facilitate, and not in the least obstruct the success of all the institutions of learning in the State, whether public or private. The schools already established in the State will always be needed among us for the training and disciplining of mind, and for directing it toward maturity in the acquisition of all useful knowledge, to fit it for all the diversified vocations of future life.

The Normal School should occupy and fill a place in our educational system which is not at present fully occupied by any of the other schools. Its special business should be to teach and give ample instruction in the philosophy and art of teaching, by the most approved and successful modes, tending throughout the whole course of instruction to an immediate and complete preparation for the business of successful teaching."

RHODE ISLAND.—"One evidence of the increasing interest in educational progress is seen in the greater regard in which schools are held by parents themselves. After a pretty careful survey of the various districts of the State, I am warranted in saying, that in no previous year has there been so many school visits by parents, as during the present.

* * Parents are beginning to understand, that all that a State can do toward the establishment of efficient schools, is to place in their hands the power, and in part the means; while the entire character and success of the school depend ultimately upon themselves. The State supplies the theory of education; the people must give it its practical solution. Our schools must be fostered and sustained by individual as well as collective influence. Teachers may discipline and instruct, but parents must manifest their sympathy and give their encouragement.

"Another evidence of the increasing interest in our common schools, is found in the enlarged liberality of districts for the construction of school edifices. The old queries, How small and how cheaply can we build? or, at how trifling an expense can we make the old house answer?

are yielding to the inquiries, What are the most approved plans of construction? What form of seats is most conducive to comfort? What is the best method of warming and ventilating? How can we make the school house the most attractive? What will render it, most effectively, an aid and not a hindrance in the improvement of the morals and tastes, and in the advancement of the intellectual development of our children? At the present rate of progress, the next generation will look in vain for an absolutely poor school house in the State."—*Daniel Leach, Sup't.*

CALIFORNIA.—"The year just closed has been one of great progress and prosperity to our schools; not alone on account of increase in the number of scholars enrolled, but that there has been more efficiency in teaching, and greater improvement in the regularity and per centage of attendance."

EVENING SCHOOLS OF SAN FRANCISCO.

"In California, where the tide of fortune and success is so fluctuating, and where the rich and powerful of to-day may be the penniless of to-morrow, there will always be a class of young lads, possessing superior ability and intellect, thus deprived, in the morning of life, of the means of acquiring a liberal education; who by means of evening school instruction will be enabled to refresh their minds, and continue the studies they early commenced.

There is also a large class of foreign population in our city, who have received great benefits and blessings from the instruction imparted in these schools. Many of the young men in the Foreign Evening School, who were ignorant of our language and institutions, have shown commendable zeal and progress in their studies.—*James Denman, Sup't.*

CONNECTICUT.—Superintendent Camp makes a fine report. Teachers' Institutes have been held in all the counties of the State during the past year, and the attendance of teachers has been very good. Many school houses have been built, nearly all with provision for ventilation. Gymnastic apparatus has been introduced into many schools, and more attention has been given to physical culture and health than formerly. The number of children enrolled for school purposes is 108,389; number of public or common schools, 1,843; dividend per scholar of the school fund, \$1.15; wages of teachers per month, males \$31, females \$17.34; number of volumes in School Libraries, 42,176. We quote one passage:

"It would be well for every community to remember that it requires the *combined interest* of three classes in order to have a good school:—teachers, parents and pupils, should all be made to feel their responsibility. It is the business of the teacher to interest and instruct the pupils when at school, but he is not expected to pass with a *search warrant* about the different habitations, to *find* pupils, or assist in *awe-striking* such children as mothers find it difficult to control. Let parents be prompt in their efforts to secure the *regular attendance* of their children. Unseasonable and irregular attendance are evidently among the most common causes of want of interest and want of progress in our district schools."

☞ Subscriptions to the SCHOOL JOURNAL can commence at any time.

—Charles Scribner, New York, publishes the best maps for the whole Union.

W. D. Henkle, of the Normal School at Lebanon, O., intends to improve the present vacation in preparing a Key to his Algebra.

Bryant's Commercial College, Indianapolis, is closed till October 1st.

G. P. Randall, Chicago, is at present designing a very fine college building for Metropolis City, Ill., on the Ohio River.

Robert Kidd, the Elocutionist, whom most of our readers know as a popular teacher and author, is a Captain in the Volunteer Army from Indiana. "Captain Kidd"—that sounds familiar!—*Jouanal of Progress*.

Prof. E. Loomis has been elected Professor of Natural Philosophy and Astronomy in Yale College.

Dr. John W. Francis, of New York, whose worth is impressed upon the minds of all lovers of science and literature, died Feb. 8th. Many sons of science have been encouraged by him in the outset of their career, and still follow worthily in his footsteps.

The Vermont State Teachers' Association adopted, during its last session, the following sensible resolution:

"Resolved, That when qualifications are equal, and equal service rendered, male and female teachers should receive equal compensation."

The medical colleges in the United States graduated last year 1,497 students as doctors of medicine.

The Capital of Washington Territory has been removed to Vancouver.

OUR BOOK TABLE.

The Fifth Reader of the School and Family Series. BY MARCIUS WILLSON, *Author of Primary History, History of the United States, American History, and Outlines of General History.* New York: HARPER & BROS.

Received from the author. We have not time to examine this work for notice this month as it deserves, and therefore simply present the heads of the several divisions, and reserve our comments for next number

PART I.—Elocutionary ;

PART II.—Herpetology, or Natural History of Reptiles.

PART III.—Second Division of Human Physiology and Health.

PART IV.—Second Division of Botany.

PART V.—Ichthyology, or the Natural History of Fishes.

PART VI.—Civil Architecture.

PART VII.—Second Division of Natural Philosophy.

PART VIII.—First Division of Physical Geography.

PART IX.—First Division of Chemistry.

PART X.—First Division of Geology.

PART XI.—Ancient History Prior to the Christian Era.

The Atlantic Monthly, for July. Boston: TICKNOR & FIELDS. \$3 a year.

The well filled pages of the ATLANTIC are ever a treat to lovers of literature, art, politics and romance. The articles bear the stamp of great minds, and lift the soul far above the common view. "Sun-Painting and Sun-Sculpture," "London Working-Men's College," "Emancipation in Russia," "Greek Lines," and "United States and Europe," in this number, are articles of great merit. It contains also several good War articles.

The Ladies' Repository. Cincinnati: Poe & Hitchcock. \$2 a year. July.

As a literary and religious magazine for the family, for amount and quality of reading matter, for mechanical execution and beauty of illustration, the REPOSITORY is unexcelled.

Harper's New Monthly Magazine. New York: Harper & Brothers. \$3 a y.

The July number has just reached us, and is an excellent one, containing articles of rare interest, elegantly and profusely illustrated. "New York circumnavigated," an illustrated sketch, and "The Masses," editorial, are all we have read of this number, and they are worth the price of the No. The Monthly Record of Current Events, Editor's Table, and Foreign Bureau, are our favorite departments in HARPER.

Western Olive Branch. The war has not withered the OLIVE BRANCH, but catching the spirit of the hour it dons a new and beautiful dress, and flings to the breeze the banner of "Union and Liberty."

Union, Liberty, Temperance, and Social Reform! Noble themes, and well handled by the talented editress.

The Journal of Progress, Cincinnati, O., is one of our best exchanges. Every number is laden with fresh thoughts from the best educators in Ohio, and brief, terse, spicy notes by the editors. Send for a copy and see if does not "confirm the recommend."

—Other exchanges will be noticed from month to month.

OUR OFFER.

We offer to any person who will send us the names of five new subscribers, (with the money enclosed) five copies of "Gleanings from School-Life Experience," an instructive and useful work, worth 40 cents.

For TEN subscribers, a copy of "Barnard's American Journal of Education," a year, or Harper's Magazine, or Atlantic Monthly.

For TWELVE subscribers, a copy of "Lippincott's Pronouncing Gazetteer of the World," a magnificent standard work, containing a greater amount of matter than any other single volume in the English language. Worth \$6.

For FIFTEEN subscribers, a copy of either Webster or Worcester's Unabridged Dictionary.

Subscriptions for the full year, and the money to accompany the order.

CORRECTION.—Near the bottom page 187, in Mr. Cole's address, the word *Kakon* occurs twice; the first should be *Kalon*.

Page 181 in last number should have read 179.

HAMILTON COUNTY TEACHERS' INSTITUTE

A Teachers' Institute will be opened in Noblesville, Hamilton county, on Monday, August 5th, 1861, and continue in session one week.


TEACHERS.

Primary Reading, Mrs. M. WANN.	English Grammar, ———
Elocution, ———	Algebra, Prof. G. W. HOSE.
Mental Arithmetic, ISAAC JONES.	Elements of Rhetoric, " "
Practical Arithmetic, A. P. HOWE.	Physiology, ———

Daily Lectures on Modes of Teaching, Prof. G. W. HOSE.

TEXT-BOOKS.—Readers—McGuffey's and Kidd's Elocution. Grammars—Pinneo and Butler's; Rhetoric—Quackenbush, Part 2d.; Arithmetics—Mental, Stoddard's—Practical, Ray's Part 8d and Higher; Algebras—Robinson's and Ray's Elements; Physiology—Cutter's.

LECTURES AND ESSAYS.—Evening Lectures will be delivered by Profs. HOSE and FLETCHER. Essays by various members of the Institute.

 Boarding will be furnished to members WITHOUT CHARGE.

A. P. Howe, Isaac Jones,	} Executive Committee.
Zenas Carey, Miss Lindsay,	
Mrs. S. M. C. MOSS,	

G. W. HOSE, A. M., Sup't

AMERICAN INSTITUTE OF INSTRUCTION.

The Thirty-Second Annual Meeting of the American Institute of Instruction will be held in BRATTLEBORO, Vt., at the TOWN HALL, on the 21st, 22d, and 23d days of August. The Public Exercises will be as follows:

Wednesday, Aug. 21.—Organization, Annual Address by the President, and discussion of the following question:

"How many hours a day ought Pupils to be confined in School; and should they be required to prepare lessons at home?"

At 8 o'clock, P.M., a Lecture by Hon. ANSON SMYTH, of Ohio.

Thursday, 22d.—Discussion. Subjects: "The Proper Qualifications of Primary School Teachers," "Methods of Teaching Elocution and Reading."

Lectures, by H. E. SAWYER, Principal of High School, Concord, N. H.; LEWIS B. MONROE, on the Human Voice; and in the evening, CALVIN PEASE, D.D., President of Vermont University.

Friday, 23d.—Discussion: "Universal Education the Great Safeguard of a Republican Government."

Lectures, by D. G. MOORE, Principal of Public School in Rutland, Vt., by T. D. ADAMS, Principal of High School, Newton Mass. At 8 o'clock, P.M., Lecture by Prof. EDWARD NORTH, of Hamilton College, N. Y. Subject: "The Tuition of Amusements."

Ladies attending the meeting, will be welcomed to the hospitalities of the citizens of Brattleboro. Those who purpose to be present will greatly oblige the Committee of Reception, and will avoid personal inconvenience, by sending their names, as early as possible, to HIRSH ORCUTT, West Brattleboro, Vt., or to the Secretary, West Newton, Mass.

It is expected that the usual reduction of fares on the several Railroads will be made, of which due notice will be given in the newspapers.

WM. E. SHELDON,

West Newton, June 12, 1861.

Record'g Sec.

WANTED.—A situation as Principal of an Academy or private school; by a graduate of Indiana University, who has had considerable experience as a teacher. The most satisfactory references will be given. Address Resident Editor, Indianapolis, Ind. [June, 1861.]

THE
Indiana School Journal:
INDIANAPOLIS, ~~INDY~~, 1861.

VOL. VI. B. C. HOBBS, Editor for this Month. NO. 8.

**TEACHING AS A LEARNED PROFESSION, AND ITS
COMPENSATION.**

The business of teaching is fast rising in the respect of the world, and is now bold enough to demand a place among the learned professions, and claim a title to equal honor and emolument. This post of honor should be allowed only when the profession becomes learned, and teachers are not entitled to the wages which learning usually commands, until they have in trade a respectable capital stock of knowledge, and skill in teaching.

In the learned professions, the knowledge and skill of the members are the capital invested, or stock in trade, and the profits of the investment are controlled by the law of demand and supply. The money, time, and labor necessary to acquire that knowledge and skill, make it no trifling capital, which will only be thus invested when there is a prospect of profitable use. Hence, educated labor, rare skill, and extraordinary endowment, always command, and justly too, high wages. The banker, whose vaults are filled with treasure, and the man of learning, who has spent a competence in money and years of laborious study in its acquisition, should receive larger returns for the use of their capital, than the shop-keeper without money, or the pedagogue without knowledge.

The profits arising from the use of capital should be in proportion to its amount and value, whether that value represent knowledge and skill or dollars and cents. From this will appear the justness of the demand which educated labor makes for high wages. A client can better afford to pay an able attorney a large fee, than to risk his cause in the hands of a country pettifogger, who will manage it for a much smaller sum. A patient would more wisely employ a skillful and learned surgeon, to adjust a fracture or amputate a limb,

with the prospect of a large bill to foot, than to intrust so important a matter to an ignorant pretender at any price. And while the attorney and surgeon may rightfully demand a fee proportionate to their knowledge and skill employed, the professional quack, having neither knowledge nor skill, can make no just demand for wages.

The compensation of teachers should, and it will eventually, obey these general principles. ~~The~~ business of instruction, before it can command the respect and profit, to which its importance entitles it, must become a learned profession. In our higher schools and colleges only, does it approximate so high a rank. In our common schools, where the great business of forming the character of our country for the next age, is to be principally accomplished, we have few teachers who follow it for a profession, and still a smaller number who have taken the pains to study it as such. Our school examiners, and others whose business it is to license and employ persons to teach, have usually satisfied themselves to know that the applicant is acquainted with what he is expected to teach, without much if any inquiry as to whether he has the skill to enable him to successfully communicate that knowledge to others.

We have but few institutions of learning in this country devoted to the professional education of teachers, and not many books relating to the subject. Facilities for such education, adequate to its necessity and importance, should be afforded in every State in the Union. If private enterprise should not meet this demand, the State can engage in no more beneficent work, than while it has dotted the land with school houses, and made knowledge free, it provide also teachers who are competent to instruct. I conceive that quite as much preliminary education is necessary for the successful teacher, as is required in the practice of law or medicine. There is no more difference in skill between the experienced and learned navigator and the coasting savage, than there is between the professional teacher, in the proper sense of the term, and the country pedagogue of the "Ichabod Crane" school.

If the views above stated be correct, it will be seen that, in the West at least, we do not pay teachers according to correct rules of economy. If sufficient encouragement by suitable reward, is not held out to induce men of learning to devote themselves to the business, such seek the more remunerative and less laborious professions. At the same time, the teachers in our common schools are paid about double the wages of the common laborer, which has allured a spawn

of lazy pretenders into the shade, who have more skill at the plow, the plane, or the forge, than at the desk. I am able to perceive no reason why a young man should be paid thirty dollars per month for working six or eight hours a day at what he knows nothing about, when he can command but half that sum, working twelve or fourteen hours a day, at what he has learned to do well.

We pay good teachers too little and poor ones too much. We ought more justly to look at their *Capital*, and pay them according to their *Stock in Trade*. Thus we will aid in building up a profession, more honorable, more learned, and more useful; and clear our schools of the quack educators upon whom the money now paid for instruction is little better than thrown away.

ANNAPOLIS, Ind., July 8th, 1861.

CONVERSATION A MEANS OF EDUCATION.

There exists, at present, a popular error, respecting the nature of education. Most men seem to think that to educate, is merely to possess the mind of a great stock of knowledge, irrespective of order, system, or relation. Such is not education. It is not a filling-in, it is a drawing-out. The mind is not a store-house, that only needs to be filled; not mere vacuity, until facts are thrown in to fill the void—it is a germ susceptible of indefinite unfolding and growth. Not that mind which *knows* most, but that which *thinks* and *energises* most on what it knows, is best educated.

He who has all his faculties cultivated in proportion to their relative importance, is capable of performing, on any given subject, and in any given time, more intense and efficient mental labor, than he who is possessor of all the treasures of learning indiscriminately thrown together. "Knowledge, till smoothed and squared and fitted to its place," only encumbers what it seems to enrich.

Let these observations serve as an introduction to a few suggestions on Conversation as a means of Education.

Whatever exercises the mind habitually and most vigorously, is its best discipline. Exercise beyond its capabilities, however, is dangerous. Hard labor in the limits of capability, gives strength, and

brings out the forces of the mind ; but excess prostrates, deforms, deranges, often destroys.

It is true, that whatever exercises the mind habitually and constantly, if not vigorously, has a controlling influence in giving it character and forming its tastes.

These general truths are specialized in conversation, and in everything else that awakens thought. Conversation is a mental excitant. It is reciprocally suggestive and stimulating. It may be discursive and speculative, and in such cases it abounds in suggestions which flash out and kindle enthusiasm in the minds of all who participate. It keeps the mental machinery in active exercise, and ever ready for an excursion into the realms of speculation. It develops a taste for discursive reading, discursive thinking, and discursive philosophy. The conversation of Socrates formed the tastes and determined the intellectual status of his pupils. It gave a philosophical bent to their minds, and taught them the necessity of applying the closest scrutiny and most rigid analysis to whatever engaged their thoughts. It was always suggestive, always instructive, always so directed as to cause the hearer to think with much care and precision.

There are various kinds of conversation, and each kind develops the mind according to its nature. He who hears nothing in conversation but gossip, is likely to become a gossip, a tattler and babbler, destitute both of wit and sound sense. Such conversation never evolves a serious or labored thought, never induces severe intellectual labor, never awakens an idea of the good, the great, the beautiful, the noble, the sublime. It is trifling, and makes triflers. It never pushes the faculties out till they attain manly energy, but leaves them forever shut up in the narrow sphere of a lilliputian.

He who indulges habitually in the licentious and ribald jest, drives from his own mind all the softening and genial influences of morality and religion, and like the the pestiferous breath of the Libian Serpent, poisons and attaints every one who comes near him.

He who converses with sages and savans soon learns think and converse like a sage. There is a majesty and dignity about his thoughts, and a nobility about his sentiments that do not humble themselves to the rank of trifles and vulgarity.

Conversation is next to religion itself. The greatest orator pronounces an oration only occasionally, whereas he is continually conversing. Thousands of ideas are digested and thrown out in this way, awakening thought and stirring up the forces in the realms of

mind which are never mentioned in an elaborate public discourse. More minds are wrought upon by this means than by any other appeal, because it adapts itself to the capacities of all.

Dr. Samuel Johnson was remarkable for his conversational powers. He seemed to converse for victory. A man of sweeping and imperial pride, of superior mental power, exhaustless erudition and a pompous diction, the character of his conversation partook of all these characteristics. It was like a torrent that moved with a steady, mystic flow, never falling in its channel, but moving right onward to its destination, with a regular and more lofty swell. The beauty of his style, and the charm of his mode of expression, gathered around him trains of admirers, who soon partook of his mien and manners, and constituted the "Johnsonian school." His converse seemed to fashion their minds after his own. Whenever he conversed, he seemed to lighten upon his theme, and fix the attention of every listener. His manner, his gesture, his countenance, and the intonations of his voice were such that they not only won a respectful attention to what he was saying, but roused the mind to active thought, and kept in in that state as long as he conversed. We learn from his biography that those who associated most frequently and intimately with him became daguerreotypes of him in almost every particular. So great was his influence over his colleagues, that he exhibited himself in their conversation long years after he was gone.

Coleridge is another instance of an educational influence being given by his conversation. He conversed like a prince, because he was a prince in almost all departments of literature. In conversation his own mind seemed to be kindled by what he said. He conversed, not for victory, but for his own pleasure and happiness, and the good of others. He never spoke without saying something wise, or calculated to improve his hearers. Without aiming at conquest, he took the minds of his listeners captive, and held them so, willingly on their part, till he chose to liberate them. They never left him without being stronger by their bondage to the intense thought that his converse induced. Whoever came in contact with him, went away with higher purposes, and nobler, clearer thoughts than those with which they came. In conversation he not only imparted knowledge, but made it the occasion of serious and earnest thought.

Conversation is the first means of giving ideas a clear and definite form. Ideas until brought out into form by words, are dark and obscure—vague and indefinite. A notion exists in the mind, but it

cannot communicate it to others, nor does it fully know itself what that notion is. It is the embryo of something that cannot be made tangible, that the mind cannot explicate, even to itself, until the means of its clear development shall have been found and tried.

Ideas are not full and clear to the minds of others, and not even to our own minds, till they are clothed in words, and brought out in the form of distinct propositions. What we can communicate to others clearly and intelligibly, exists clearly in our own minds; but if we cannot make others understand it, we have not a clear perception of it ourselves.

Now words being the means by which ideas assume a definite form, the influence of conversation in developing them must be great, inasmuch as by it we learn the use of words, and learn to distinguish one from another. We observe that those who have the most ready command, and the most accurate knowledge of words, express their ideas most clearly, and reproduce them when occasion requires most accurately. But conversation only gives our ideas a tangible shape in proportion as it is correct, and aims to bring out the thoughts in a clear and distinct manner. He who converses carelessly and listlessly—who partly expresses an idea, and leaves the remainder to be inferred, is throwing a veil of obscurity over his *own* mind, is rendering himself less capable of close, accurate thinking, and is likewise afflicting his associates with similar habits; while he who converses with care and precision, who gives every proposition or thought a full expression, is forming a habit that continually leads to more and more systematic culture, and greater perspicuity of thought.

B. E. R.

EDUCATION.—*Concluded.*

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BY DR. E. W. H. ELLIS.

We have glanced briefly at the character, duties, and responsibilities of the parent and teacher, and it remains to sketch those of the pupil. Could we take him to some elevated position where he could overlook the civilized nations of the world, and see what labors they have achieved, what stately edifices they have erected for the advancement of science, and the promotion of education; how they

have dotted the surface of the land with school houses, how men have toiled early and late in the pursuit of science, how governments have sent expeditions by land and sea, and lavished millions of money to establish or investigate some new truth, we might impress upon his mind some idea of the importance of the subject of education. And coming nearer home, if we could open to him our own bosoms, and let him see the anxiety of our hearts that he should improve the opportunities afforded at school, it would, doubtless, stimulate him to new exertions in his studies.

And what do we expect of the child as his part of this work of Education ?

We expect his punctual and steady attendance at school. No one but a teacher knows the importance of having the school punctual at the hour of commencement. If they come stringing along until ten o'clock in the morning, an hour after the proper time, they not only lose the time of their absence, but they discompose the school, and seriously hinder the progress of others. To use a homely phrase, they pull back in the harness, when they ought to be ready to keep neck and neck with their fellows.

When arrived at school they should devote their whole time and attention to their studies. If they were sent to purchase some article at a neighboring store, they would no doubt be very particular to get the worth of their money, and why not in this case ? Whether the pupils learn or not, the teacher must be paid, the time must be expended, the house must be warmed, the books must be purchased, and why should not every child be resolved that for himself he will have the worth of his money ? He should recollect that these advantages may not always be afforded him. The loss of friends, of property, or of health, calamities to which all are subject, may either of them be the cause of this deprivation. How many an instance can be called to mind, where the support of a widowed mother and her orphan children, has devolved upon a young man, whose education alone rendered him equal to the task ! And what a field of happiness was open to a Milton for long years after disease had rendered him totally blind ! These examples and reflections should stimulate youth to diligence in their studies.

He must love, honor, and obey his teacher. If the teacher be worthy of this homage, there is no hardship in such an exaction. It is as natural for the child to love and honor his teacher, as to extend the same feelings to his parent. Some of the strongest evi-

dances of attachment on record, are those between teacher and pupil. Long years after their connection has been dissolved, has the eye of the teacher followed his pupil through the various scenes of life, watching his struggles to win fortune or fame, exulting at his success, or lamenting at his downfall—and his must be a cold and indifferent heart which does not, in the midst of the business and the bustle of life, look back with affection to some preceptor whom he loved and honored in childhood. With such a feeling for the teacher, obedience, correct deportment, and assiduity in study, become matters of course.

There is something also for the pupil to learn outside of the school house. If the studies pursued in school do not require his attention at home, there are other sources of information, from which he may store his mind, and fit himself for usefulness and honor. Books, as multiform in their character, and as numerous as the leaves in the forest, are accessible to every young man and young woman in the land. Your Township Library is near at hand, free for every one who will stretch forth his hand and partake. The newspaper is also, or should be, a weekly or daily visitor at every man's fireside, stored with the knowledge of everyday life, with lively incident, accidents by fire and flood, and with a profuse variety of topics with which every man should be familiar. And the only excuse which any youth can render for a neglect of these golden privileges is the want of time. Want of time! Is it possible that you, parents, will deny these young immortals, whom you expect to take your places on the stage of life, and whom you love and cherish as the apple of your eye—for whose welfare and happiness you would submit to any sacrifice—is it possible you will deny them the time and opportunity thus to store their memories from the treasures of knowledge? It is impossible. The truth is, we forget the value of time, and neglect the means of improving and husbanding it. We lose every day odds and ends of time enough, in the aggregate of a life-time, to enable us to master the most magnificent library ever coveted by a biblio-maniac. Have you ever thought what the reading of ten pages per day would accomplish in a single year? Take your pencil and figure it. Ten pages per day in one year would be 3,650 pages, equal to ten volumes of 365 pages each, or in ten years one hundred volumes—more books than some men have ever seen. And is there any young man, or young woman, who cannot find time to read ten pages per day—aye, or fifty of them? If you

doubt my word, go to the Township Library, select your book, and try the experiment. The world is full of illustrations of the benefits to be derived from this species of education. * * *

It may be said that these admonitions and exhortations are proper enough to be impressed upon those who are fitting for the professions of Law, Medicine or Divinity, but are unnecessary for the mechanic or the farmer. A greater mistake never was uttered. No man has more leisure to enjoy the pleasures resulting from education, and a knowledge of books than the farmer. If not of direct use in the conduct and management of his farm, they are so in enlightening and strengthening his intellect, and fitting him for the station he was destined to occupy by his maker, as an intelligent being, and a member of the great family of man.

And whence, think you, come our eminent statesmen, our bravest generals, our most learned lawyers, our most sagacious physicians, and our renowned divines, but from these farmer-homes? And when wearied with the cares of life, dizzy with their very success, and sick of the adulation of the multitude, where do they look for the calm repose which their souls long after, but in these same rural homes?

In this country, of all others, where every man has a voice in the affairs of government, it is important that all should be educated. And it may not be amiss to say that certain branches of education, most essential to our welfare, have been too much neglected. They are the history of our country, and the nature of her institutions. To the professional scholar, the records of antiquity, the rise and fall of Greece and Rome, are of interest; but to us the history of America, its discovery, its settlement, the Revolution which established our Independence, the Constitution, National and State, and the laws that govern and constitute us a peculiar people, are of the first importance.

Look at it a moment. In the governments of the old world, the people have little agency in the conduct of public affairs. That duty is confided to an aristocratic class, supposed to be formed of a pure and nobler blood than the masses, and who wield the sceptre of government by Divine Authority. In Great Britain, where there is more of personal liberty than in all Europe besides, a portion of the people are permitted to elect the Lower House of Parliament. But that election, so far as the masses are concerned, is worse than a farce. Not one man in twenty is entitled to a vote, because not one

man in twenty possesses a freehold, or pays a rental of so many pounds per annum. Even then, their votes are controlled by wealthy landlords, or openly purchased by the aspirants for the honor of a seat in Parliament. As a consequence, the House of Commons is as much devoted to the interests of the aristocracy as the House of Lords, who enjoy their position by hereditary right. But the great and good men who framed our institutions, dispensed with that feature of hereditary aristocracy, and established in reality a government of the people. Every man, therefore, is a constituent part of the government, and whether rich or poor, when he deposits his vote in the ballot-box, gives his condemnation or approval to the measures of government. Is it not then a duty we owe to ourselves, to our neighbors, and to our common country, that by every means in our power we should endeavor to make that vote an intelligent one? and that we should so train up these little ones who are to succeed us, as to make them worthy depositories of the liberties and privileges we this day enjoy?

Here, politically, the rich and the poor, the man of education and the man of ignorance, the moralist and the debauchee, all stand upon a footing of equality. In the abstract, and of often in practice, this appears an evil; but it is inseparable from our form of government, and admits no change unless we return to a government of aristocracy. The only remedy is in the education of the masses. It extends our interest beyond the family circle, our own immediate offspring, and embraces our neighborhood, State and country. It interests us in every man's prosperity, in every child's education.

It would be cheaper, perhaps, to educate our own children at a private school, than to be taxed to support a public system where all can be educated; but in diffusing these blessings around us, we are but doing as we would be done by, and by creating a better state of society, are diminishing crime, making better neighbors, better men, and better citizens.

The last census (1850) showed a very large proportion of our adult citizens who were unable to read and write. But Indiana as a State was then but thirty-three years of age,—only the life-time of a single generation. It was just emerging from the condition of frontier life. The girded trees were still standing in our corn-fields. Less than one hundred miles of railroad were completed within the State—the hunter and trapper still prowled through the forests, and such an anomaly as a free school was unknown. We were then in

a chrysalis condition—a condition of darkness and inactivity, but we have since burst our fetters, and emerged into the full glare of day. Prosperity has come to our habitations—the wilderness has disappeared, our population has doubled, two thousand miles of railroad are laid to and fro through the land, the whistle of the steam engine cheers us by day and startles us by night, two hundred printing presses radiate light and knowledge to the remotest habitations of our people, and, the crowning excellence of all, the Free School cheers us in the present, and gives us exulting and ennobling hopes of the future. At each succeeding decade, when the people shall be numbered, the proportion of those who cannot read and write will be diminished, and a quarter of a century hence, the young man of twenty-one, a native of the State, who shall be found destitute of these acquirements, will be looked upon with suspicion, or banished from society as a dangerous foe to our peace.

Let us then cherish this system of Free Schools as our chiefest earthly good—contributing freely for its support, husbanding its means as valuable treasures committed to us for safe keeping, and labor patiently and assiduously for that good time when our whole State shall stand erect, a peer among her sisters, their equal in the education of her sons and the intelligence of her people, as she is now in the fertility of her soil, and all the elements of earthly prosperity.

It is a pleasant sight to witness a bevy of boys and girls on their way home from school. I see them daily, passing my window, rejoicing that the day's task is done, and speeding homeward with the glow of health upon their countenances, and young life invigorating their limbs. Even in their walk the future man or woman appears. Some hasten on without regard to obstacles, turning neither to the right or left, intent apparently upon the accomplishment of some object, to others undefined. Some are full of fun, frolic, and enjoyment of the present—some pondering over the studies of the day, and some plodding along indifferent to everything around them. Some peculiar trait stands prominently out in each, indicative of their future character and career. And it is a pleasant thing in imagination, to trace out in the future their several careers, and to see how one rises to eminence in pulpit or forum, and how others, toiling patiently on in the path marked out for them, render the little world around them happy by acts of kindness and benevolence to

their fellow-man. May such be your happy lots, young men and maidens who hear me, and then shall you be crowns of rejoicing to your parents, and compensate them fully for all their care.

WAR AND EDUCATION.

Every cause has its effect. Effects may be modified by counteracting causes. War is destructive in its nature—destructive to the property, life, morality, happiness, intelligence and prosperity of a nation. It can only be defended on the ground of a “*necessary evil*” to reach a *good*.

The christian patriot and educator has need to watch war’s influence with a jealous eye. When a nation becomes a victim to military glory, its power and greatness culminate to perish. God has shown himself in history, and left unmistakable evidences of the certainty of his retribution.

Is it too soon, now, for the educator to open his eyes to this great fact, and apply the proper modifying influences to public sentiment and feeling, that greater evils may not follow than cause war? We may fan a blaze till the flame *can not* be extinguished. We live in solemn times, and with them come solemn responsibilities. What we have learned in time of peace should not be forgotten in time of war. A superficial mind is wafted forward like a leaf in the whirlwind—like the drift upon the stream, unconscious of its changes, because no fundamental stand-points are taken to determine distance and bearing.

A christian teacher is the salt of the nation, Its glory and moral excellence will be the work of his hands, for a Good Providence will bless the work when he labors.

PABKE.

Methuselah was cotemporary with Adam two hundred and forty-three years, and with Noah, six hundred years. One hundred and twenty-six years intervened between Adam and Noah. Enos, Cainan, Mahalaboel, Jared, Methuselah and Lamech, were all cotemporary with Noah. Shem, Ham, Japheth, Arphaxad, Salah, Eber, Peleg, Reu, Serug, Nahor, Terah, and Abraham, were cotemporary. Isaac and Jacob were cotemporary with Arphaxad, Salah, Eber and Abraham.

PABKE.

[For the Indiana School Journal.]

EUROPEAN CORRESPONDENCE.

One goes faster Down hill than Up.—The Forester.—Taking Arms against a Sea of Troubles, and by Opposing Ending them.—The Austrian Government.—Glorious Landscapes not sufficient for the Hungry.

Our descent of the Snow Mountain was much more rapid than our ascent of the day before. The rocks were as steep as stairs, steeper often, covered with grass and moss, and so slippery that our falls became too frequent to excite observation; particularly, as they rather advanced than retarded our progress. Low clusters of white and purple flowers grew in crevices, and clung to corners, but we mercilessly crushed them, often not seeing them until our feet or our elbows were upon them. The mist was exceedingly heavy, narrowing our vision to such a degree that sometimes one or other of the party seemed lost. It was almost impossible not to fancy ourselves upon the rugged shore of a sea. Down, down, down we went, wet to the skin, drabbled to the knees, and entirely at the mercy of our guide, not the faintest trace of a path being perceptible. He probably scented the track—certainly he never hesitated, and not more than once or twice did he turn to see if we were at his heels. Probably the thought of the guildens he was to receive at the end of the journey afforded him entertainment enough.

We tried to have a little talk with a herd-boy we met, bringing up the rear of a string of cows; but while he stared vigorously, he would only utter the monosyllable, "Ya!" The soles of his shoes were two inches thick, his coat reached to his heels, and he carried in his hand a large stick, pointed with iron,—the weapon with which the mountaineer begins the war he is destined to wage with nature. The child was about ten years old, but his face, though wild and innocent, had a worn look that told of the consciousness of struggle and trouble.

When the fog began to clear away we could see below us the village of Rabenstein, which consists of a few scattered houses, on points and in hollows, two lofty waterfalls, and the stream which gives name to the valley, the Passer. Rocks all around towered to the skies. The view was very picturesque, yet dreary enough when one is told that from this point to the extreme height of the valley, but three houses are at all secure. Unmindful of danger, families continue to dwell in houses which are every moment threatened, and the new house often stands on the very ruins of the old: "A physical mystery," says a philosophical writer on Tyrol, "which is almost inexplicable." But necessity has many children besides invention, and coolness in danger, and fortitude, are among the number.

By the side of the Passer, (here only a brook although tremendously strong and rapid,) stood one of those slight but vigorous figures so often seen in Tyrol: with green dress, a feather in the peaked hat, and a gun in the hand, they always look as if they had stepped out of a picture, or were ready to be put into one. What is he, a soldier? an officer? We couldn't tell, and could only wish that we were less drabbed, dragged and dilapidated. However the gentleman lifted his hat as we approached, looking entirely unconscious of the peculiarities of our appearance, and showed himself quite ready to enter into conversation. He told us that three days before, a rich Englishman, (by the way an Englishman on the continent invariably receives one of the three appellatives, rich, proud, or mean; rich, however, is the general prefix,) with a friend and a guide were on the edge of the Oetz-Glacier, when the Englishman suddenly disappeared through a hole over which his friend had a moment before unconsciously passed. In vain the friend leaned over the precipice, and called to the unfortunate man for God's sake to speak! He could see no trace, and hear no sound. In a short time the guide procured assistance, and all found means to descend, though only to find their worst fears confirmed; the unfortunate traveler was dead.

This melancholy story fully reconciled us to our disappointment in regard to the glaciers. "Accidents are very common," continued the stranger. "A little cow-herd, who fell from no very great height a few days ago, is at present lying with a fractured skull in one of the houses of this village." "We are crossing now what used to be the bed of a lake," said he, as we walked slowly over the sharp stones that stretched for some distance on both sides of the stream. "From the projection you see there, to that other on which the tavern stands, the lake extended. It was almost two miles long, nearly a mile wide, and 180 feet deep." "The marks are plain enough; how long since it ran off, several years?" "Several years! almost a hundred. But the soil is no fitter for cultivation now than it was the year after; indeed as you see, there is no soil; probably because the Snowberg brook brought here for centuries the sterile washings from the mines. Before the formation of the lake the pasturage was good. In 1401 an avalanche of rocks and stones, which fell from the mountain there, completely blocked up the stream. The water of course mounted higher and higher, in time forced a passage, and the stream flowed on in its old bed. But this was only a slight relief to the lake, and at least once a century, sometimes oftener, the waters burst over their embankment and carried terrible destruction not only down the valley of the Passer, but all the way to Botzen. Months of every year were spent in efforts to control the accumulated waters. But the lake of trouble, the *Kummer See*, as it was called, defied the utmost skill and the most patient labor of the peasants.

In 1772 the government of Tyrol sent a commission from Innsbruck,

attended by advisers from Meran and from Botzen. The result of the deliberation was a new current, guarded by strong water-gates, which were to be raised at certain intervals, with the utmost caution. This worked well, but too slowly for Baumeister Hofer, of Moos, a village a few miles below. One October afternoon, without making any preparation, or giving any warning, he lifted the gates, and returning in an hour and a half to close them, he found an immense torrent pouring forth, the gates torn away, and the bed of the sea and gigantic dam whirling, groaning, smoking so, that the very mountains quaked. The clear evening sunshine fell upon a black, towering flood, roaring in storm and thunder down the valley. Reaching the quiet city of Meran in the night, the waters struck against an arch which is two hundred feet high, just this side of the city, dashed on, and spread death and destruction everywhere. In twelve hours the bed of the lake was almost emptied, and since that time there has been no more Kummer See."

"And Baumeister Hofer?"

"Oh, nobody knows what became of him. Perhaps he died of terror when he saw the flood come tearing down the valley; perhaps he lived to see the bottom of the lake, and congratulated himself on his wisdom."

At the tavern we found a nice, kind woman, who gave us the best she had, a half dozen potatoes—no counting could make them more—and some old mutton. We tried to dry our feet by the kitchen fire, but finding the process uncomfortable, those of us who could get our shoes off set them on the hearth, and luxuriated in wooden slippers.

After dinner our walk for two hours was inconceivably wild. Much of the way was on narrow bridges or artificial paths of stone, or sometimes of wood propped against the cliffs. The solitude was deep and intense; the boiling Passer, now white as snow, now black as night, alone broke the stillness. We looked up on massive rocks, down on massive rocks, across the valley or rather gorge, to massive rocks; everything was gigantic.

We had discovered that our companion was a Forester—a man whose business it is to preserve the trees of a certain district from the ruinous hand of the reckless or dishonest peasant—an important business, because the trees of Tyrol are of immense value, not only as fuel, but also as a protection against the wild brooks and rivers. With the word Forester, however, as with the sight of a gun, one naturally associates the idea of game, and we asked, looking at his gun, if he found much game. "There is no game in this country," answered he, "at least no more than a few squirrels. Now and then I find one of the latter; never a bird." "No game, and such a poor soil! Tyrol is a grand country for the traveler, but we would not like to live in it." "No one in his senses *would* choose to live in Tyrol. It is crowded, and more than crowded now. All the inhabitants of this and the neighboring valleys do nothing but fight

against nature. Yes, our life is one long warfare ; and government, not content to see us suffer from poverty and toil, must lay its hand on us to press us down lower." He spoke with a warmth and bitterness which quite took us by surprise, and observing it, he continued : "It is true ! All that oppression can do to make a people miserable, the Austrian government does to us Tyrolese. It is intolerable !" He stopped, took off his hat and wiped his flushed face—then continued : "I am well off, yes, very well off ! I receive 300 guldens (not \$150) a year.—Miserable pittance ! I can't live on it ! I am honest, I am industrious, I am economical ; yet every year finds me in debt. It burns my very soul."

He paused, and as we thought of nothing better to say, we ventured to wonder that the Government did not send some of its surplus population to the sparsely settled regions of the new world. "Government !" rejoined he, "I would like to see government do something to benefit the people ! I am in the pay of government, and ought to hold my tongue ; but a man must talk sometimes, and I reckon he can do it with safety to people from the United States. The Austrian government is the most tyrannical, oppressive, unprincipled government on the face of the earth. The government of Brazil was once allowed to carry 600 Tyrolese across the ocean to South America ; but the change from the cold mountain air of Tyrol to the hot climate of Brazil was too great ; they lost their health, and pined for their homes. It was two years ago they went, and the most of them are now dead. I would go to the United States if I could—I would go to-morrow, if I had means and company. But I have neither, and in all the United States I do not know an individual "

We were sorry for this man. Young, healthy, intelligent and willing, yes eager to do his part in life, he must spend his days and his strength in dissatisfied, unrequited toil.

We parted with the forester at Moos, a peculiarly beautiful, peaceful-looking village. One would fancy that in this lovely spot, of all places in the world, there must be content. But human beings must have enough to eat and wear. If nature refuses food and clothing, it is all in vain that she weaves fine moss, paints dainty flowers, pours out foamy cascades, or heaps rocks on rocks. Here nature, as an artist, has done her best. The dreary terrors of the upper valley entirely disappear ; the rocks are still immense, the banks are still mountains, the Passer still rages ; but the cascades, gushing, streaming, springing, falling, dashing, form every variety, every grace, and every beauty of which water is capable ; and trees grow, sunny slopes appear, houses dot the green, and green covers the gray of the rock. Nearly opposite Moos a most royal waterfall gushes out of a green opening far below the top of the mountain, and one broad, white sheet of foam, it falls many hundred feet, all the way between green trees, to the very foot of the rock.

Our path was often narrow and high upon the side of the rock, yet rude as it was, it must have been a laborious work. Once we paid toll at a gate which barred the narrow way. The village of St. Leonhard, lying in a beautiful green widening of the valley, was a sore temptation to rest: but we remembered that the Sandwirth's Inn was not two miles off, and we dragged ourselves toward it through the gathering twilight.

We had been too tired since we left Moos even to speak with each other or smile, or otherwise change countenance when the eye of one met the eye of another; we had scarcely trusted ourselves to sit down for rest lest we should not have the resolution to rise, yet there is not one of us who will not, while a love of the beautiful, or the faculty of memory remains, recall with intensest pleasure the exquisite views from Moos to that Mecca of Tyrol, the house of the patriot Hofer—the PATRIOT HOME, not the Baumeister of Kummer See memory. M.

[For the Indiana School Journal.

BOOKS.

Our fathers used to teach that three things were especially efficacious in driving out the devil. These three were, a bell, a candle, and book!

Bating the article of a bell, our fathers taught wisely. "*A Candle and a Book!*" They will exorcise devils—the devil of indolence, the devil of gossip, the devil of boorishness, and the whole brood of blue devils. Try them, young man. In the hours of despondency, when you are tempted to seek forgetfulness of self in the revel and the dance, *try them*; in the din of martial life that everywhere breaks on the ear, *try them*. Do not forget the book in the newspaper; the presumption is that you read the newspaper too much. Much newspaper-reading is apt to produce a species of mental dissipation. To know that a barn was struck by lightning in a neighboring State, is not knowledge. To know that a man fell in any particular battle—although, perhaps, a very desirable thing to know—is not *knowledge*.

A candle and a book—a book that will make you *think*. Indeed no other is worth the candle. With our utilitarian habits it were well to bear this in mind. Submit an ear of corn to a utilitarian, and he will tell you that its highest function is "*to feed swine*." Ask a botanist its highest-function, and he will tell you, "*to grow—to multiply itself*." And so too, the function of a book is not so much to fill the mind, as to stimulate its growth. Mere facts, lodged in the memory, are of little worth. To en-

rich the mind, they must be *assimilated*. The Talipot palm spreads a leaf forty feet in circumference. It will catch and hold much rain and dew, but this it has no power to assimilate. The little tea plant spreads but a tiny leaf, and catches but a little moisture, but this little it elaborates into the very essence of luxury. We would have the mind hold knowledge, not as the Talipot holds moisture, but rather as the *tea*. Only a few minds—a Milton, a Leibnitz, a Macaulay—can hold out a great leaf to catch the rains and the dews of knowledge of all times and all peoples!

The rage of our people is for *enlargement*—*bulk* even at the expense of *quality*. In our agricultural fairs, we give premiums for the *largest* fruit, the *largest* cabbage-head. In our educational systems, we imitate the same process. In our schools and colleges too, it often happens that the largest cabbage-head takes off the prize. We look to *quantity*—to a memory large in Greek and Latin words, and historical fact—not to *quality of thought*. We may learn a lesson from a ruder people: the Chinese would award the premium to the *smallest* apple and pear. It is *quality* they want and will *have*, even at the expense of dwarfing the quantity.

We want books which minister to our growth in mental power. They are to be our *ministers*, not our *masters*. There is danger of being *mastered* by our books. Many men are "*Byronized*"—some "*Carlyleized*." Nothing can be more fatal to the health of the mind. We would say: Gentlemen authors, *you* may be great, *my* mind may be weak, but it is *mine* and you must respect it. You are to be only my *guide*—nor will my following be with implicit faith. If you tell me facts, I will try them; if you give me thoughts, I will make them quicken my own mind; but give me chiefly *thoughts*.

Books of facts! Cook books are such. More useful facts you will learn from a cook book than from the *Iliad*. There is a literature of *power*, as well as a literature of *knowledge*. *Paradise Lost* belongs to the former—the receipt book belongs to the latter.

A candle and a book—a book to store the mind with knowledge, but chiefly to inspire it with thought—these will exorcise devils.

If a bushel measure is placed before me to be filled with wheat or chaff, and if men are standing by ready to throw in chaff, I will not stop to parley with them and dissuade them. My policy will be, rather, to go right up and fill the measure brim full with wheat! Now, there is no room for chaff! Be very sure that the mind will be filled, and that, at last, the devil will get some chaff in.

Parasites do not fasten on healthy growths. The oak is already enfeebled before the mistletoe fastens on it. Vices obey the same law. What is the matter of that man reeling and staggering in the market place? *Whisky*, do you say? No, not whisky. Whisky, like a parasite, has only fastened on a life already disordered. Do not think to ex-

exorcise this devil by merely 'lopping off the appetite and leaving the life still disordered. But with a candle and a book you may fill the mind so as to leave no room for chaff, and with these you may do much to exorcise even intemperance.

Form habits of reading, and you will find ere long that a candle and a book will have greater allurements for you than the revel or the gun.

ILLINOIS.

H A B I T.

Habit is the effect of repetition. It may be physical, intellectual, or moral, and those habits are most perfect which are earliest formed.

The farmer is desirous to have his son familiar with plow, hoe, scythe, so soon as his strength will bear it, and watches him with care that his first attempts may be an imitation of the true method. He knows that a habit once formed is hard to alter, and when rightly formed economizes strength. We are great imitators, and copy close by what we see around us. In dress, conversation, courtesy, and in all that makes up character, habit has almost supreme control.

Youth is the training season. The educator has a double duty to perform. When habits are objectionable they are to be corrected, and when not formed they are to be established. Correcting bad habits requires vigilance and labor. The student has not learned how to walk correctly; have him try a better step. He asks for a favor in a rude way; be sure to call his attention to his manner kindly. His language is not correct; how often do we hear, "I *seen* him," "I *knowed* so," "I have *saw*," "I han't got none," besides, "a right smart chance," "mighty weak," &c. All such habits should be met faithfully by the teacher, and the proper corrections made. This work requires much patience and care, but can not be safely omitted.

I remember an illustration of this subject in the character of one who was remarkable for the elegance and beauty of his conversation. When asked how he had acquired such accuracy, he said that when young he resolved not to utter a sentence until he could see its proper construction. This soon became *habitual*, and *habit* made it *easy*.

I took a good lesson when young of a quaint old neighbor. He gave me his plan of becoming a perfect man. It was to select politeness from one good model, and imitate neatness in another, dignity in another, and in this way incorporate all the best qualities of the best models, and the character would be perfect in all its parts.

Memory is strengthened by habit. The teacher finds that his class master their text-book by frequent recurrence to the same thing. Repetition, frequent reviews, make a mental habit that renders memory fixed and ready. A class recites well—he passes from the subject and it is soon forgotten ; and often he is surprised on examination day that there should be failure, when if he had strengthened the memory by repetitions the result would have been different. A teacher to be successful, must give constant attention to this principle.

Our moral character is much controlled by habit. A man may swear profanely, and use low, vulgar terms without being conscious of it. Instances may be found of men swearing that they did not swear. Habit renders actions so easy that we are not conscious of them. The habit of *betting a dollar* is too common in every circle, and ought to receive a check at least in school.

Habits in youth fix themselves into the character of the man. Smoking, chewing, drinking, etc., when once habitual, are lifelong in duration. The neglect of punctuality and system in business, is equally hard to overcome. We should not overlook the importance of regular attendance upon religious worship. This habit well formed in youth is seldom neglected in manhood. The proper enjoyment and appropriation of the Sabbath is much dependent upon the formation of correct habits when young. Solomon understood this when he said, "Train up a child in the way he should go, and when he is old he will not depart from it."

Habits of thought require special attention in every period of life. Study, reading, writing, thinking, are all mainly governed by habit. Our tastes and inclinations grow out of it, and our power of perseverance in accomplishing important results, may be traced to the same cause.

Habit is apt to render our actions so easy, that we do not observe them. The truth of this remark is made evident in incorrect language, rude pronunciation, in spitting upon the floor, and other rude customs of early life. The proper work of education is to make us skillful in observing and correcting every thing that deserves condemnation, whether in ourselves or others. Industry, earnestness and care must unite in the work, or but little will be done. With them we may accomplish much.

PARKE.

Humboldt said ten years ago, "Governments, religion, property, books, are nothing but the scaffolding to educate a man. Earth holds up to her Master no fruit but the finished man. Education is the only interest worthy the deep controlling anxiety of the thoughtful man."

THE DICTIONARY IN THE SCHOOL-ROOM.

PRIZE ESSAY, BY G. W. BRONSON.

Spoken language is but air, yet, by some master spirit blown upon the quick chords of the human heart, it hath oft sunk or saved whole nations.

And what is written language? Lines on the frailest fabric ever graven by man's device, and yet more lasting than monuments of brass—yea, the only scroll on which he can write a deathless name. And though while walking up and down the long alcoves of the literary world, we see many who have written "Tekel" upon the fanes they thought to make immortal, yet may we feast our souls by long and frequent gazings on some "apples of gold in pictures of silver."

Language is the focalizing glass of thought by which we burn on the hearts of those around the images of beauty, passion, or power, that form in the separate mind. Words are the links of that electric chain through which we charge the souls of others with the fires that glow in our own.

Great is the *utility* of language. It is not alone the friend, necessity and enjoyment of the professional man and scholar—it is a *necessity* to common minds and *common* employments. What could be done in the business or social world without commerce of thought? or, rather, tell me, where such worlds then could be found?

Such being the importance, nay, *necessity* of language, from what *Book* can we best and quickest learn its proper and ready use? From the *Dictionary*!—so affirm reason and experience.

1. It is the *shortest* guide. To have only a fair use of language, we must possess a good idea of the orthography, etymology and syntax of common words, at least, and all these are found in the most concise and reliable form in the *dictionary*. True, we may and must often obtain a more accurate and extensive knowledge of the origin, principles, and use of our language, by studying the grammar of others; but we speak now of the common, practical, everyday knowledge, which the business man wants. The studies of the linguist and philologist will, of course, be pursued farther, though many have acquired a wonderful facility of expression from the dictionary alone.* But though it is the privilege and duty of a few only, to give their whole lives to the *study* of language, to *use* it is the privilege and necessity of all. Now, it is clear, we can learn the right use of language only in two ways: either by our own extended personal observation on the speaking and writing of others, or we must trust to some compend, embracing, perhaps, not only the results of one man's life-work, but the fruits of the experience of a whole generation of

* Kossuth is said to have acquired his fluency and power in English speech from the Dictionary and Shakspeare alone.

wise observers. Such a needful, noble compend is the Dictionary, and we proceed to show,

2, That is is the *best*, as well as quickest guide to language. It is the true and wise Reporter of centuries, in regard to the origin, advance, use and abuse of language. Though *we* may have seen but few, it tells us how the best writers and speakers, for ages, have written and spoken.

—The clearest mind must *think in words*. They are the scales in which the most weighty arguments must be weighed—the crucible in which the fine gold of Truth is separated from the dross of Error. They are the gilded, enduring frames in which the masterpieces of that glorious, painter, Imagination, are suspended to a gazing world. Words are the vise in which every thought must be held while examined, polished, and prepared for use. And this leads to another reason why the Dictionary is superior to all other books for the acquisition of word-knowledge: it gives the *full, exact, and various definitions of individual words*. “Words fitly spoken are like apples of gold in pictures of silver. How forcible are right words.” The Dictionary (the noble unabridged at least,) gives us not only the general, but the particular meaning of words, with numerous illustrations, in which the exact signification of a word is shown in different relations in the sentence. In short, it teaches by *example*, the best of all methods, and the models presented are the wisest and best.

Another consideration proves the Dictionary to be *the* book of language. By giving several definitions to the same word, it requires us to *exercise judgement and taste in their selection*. Now, one of the chief benefits arising from the study of ancient or modern languages is this same improvement of taste and judgement which arises from deciding what particular meaning to affix to the words of elegant writers in translating. Should not then, the direct study of our own noble language be made a greater object with American youth? And in the study of the noble English classics, is not a worthy Dictionary the best text-book?

Again, the Dictionary is, and will remain a *standard* work. Is what we have said of it as a constant reference book, sustained by experience?—for to that test all argument must be brought. Custom gives a prompt and decided answer.—The Dictionary is found by the pastor’s Bible, the merchant’s ledger, and the author’s pen. And it *will be* a standard. As long as language is used, there will be the question to decide as to the best method of using it; as long as men have anything to say, there will always be some *best* authority, as to *how* it should be written or spoken. Some may, to a good degree, be a “law unto themselves” in language, but there must, necessarily, be some *general* law for both writer and
‘er, speaker and hearer.

ere *should be* such a standard. No man can take his own style as

in all respects the best, or choose to always follow, fully, any favorite author. One may be pleased with another's use of words, because it is like his own, and yet both be possessed of a poor style. If we would perfect ourselves in the use of language, we must note the beauties and defects, the proper and improper use of words, in the speaking and writing of *many*. This is a great work—thoroughly, extensively to do which, requires a life-time. But the Dictionary has done this criticising and selecting for us; and of all human productions it is, perhaps, the noblest repository of knowledge.

3. The importance of language and the best book for its acquisition being shown, we proceed to consider the best *time and place* for its study.

It should be when the memory is quickest, for although the dictionary is better than the speller, in that it defines each word—connecting with it some idea, thus making it more easy of retention,—yet, after all, the orthography or orthoepy of words is chiefly a mnemonic study. Now, the memory is most active in youth, i. e. in the period usually allotted to *common school* attendance. Word-study then, the grammar of the Dictionary, should receive much more and earlier attention than at present. Why, now it seems to be thought, judging from the common practice, that only the more advanced pupils in our schools can use the dictionary, even as a reference book, with advantage; when the truth is, to advance far in any other branch, especially the exact sciences, the pupil *must* understand well the individual words which contain the thought he wishes to grasp. Words are the tools with which the scholar must remove the obstructions he will meet on every literary road. But if their meaning is not understood, they are *themselves* the worst obstructions. Fully and accurately understood, they are the steadfast steps by which he may ascend to the temple of knowledge.

“To many a young man, his first discovery of the fact that words are living powers, has been like the dropping of scales from his eyes—like the acquiring of a new sense, or the introduction to a new world,”

Youth then is the time, and the Common School the *place*, for the principal study of the Dictionary. It is the *people's* book, and should be studied in the people's school.

4. And now as to the *best manner* of using the dictionary in the school room. The best *book* for the *boy* is that which contains what the man will most need. Equally true is it, that the best way of *using* it is the way in which he will wish to use it after entering the great school of life. In what way, then, do men use the dictionary? Chiefly, as a *reference* book. As such, then, should the boy use it. And we would have the young so well and constantly use it, that reference to common words would be less frequent by all classes and professions. The *School-room*, we think, is the proper place to thumb it.

It would be well to make the dictionary a *regular study*, with daily recitations. But as a *reference book*—as explanatory of all *other studies*, it is, in the school-room, a *necessity*. The scholar should be in the constant habit of seeking there the full and accurate meaning of every doubtful word in his common reading lesson, as well as for the pronunciation of difficult geographical names, or the precise definition of scientific terms. This would make the scholar responsible for *every word in every lesson*. This will force him to the teacher or the dictionary for aid. Perhaps we ought not to use the word *force*, for it is not a difficult task to cultivate in most scholars, a love for the study of words. We rarely fail in getting close attention, at recitation, while giving the origin or full signification, even of common words.

But we must come again to the old test: Are the positions we have taken sanctioned by trial? They *are* in our own experience at least. We find the best scholars are those who use the dictionary most. They are the most ready, accurate, and, generally, intelligent. But it may be said, "Of course, those who are naturally most earnest and intelligent, would be most likely to seek aid from *all sources*." And it is true. The most energetic will profit most by *any* advantage placed before them; but this does not at all prove that even the worst plodders would not receive much aid from such a reference book. We have *never* been mistaken in our encouragement when we have seen a pupil consulting, frequently, the large dictionary on our desk, which we consider a more *indispensable article of furniture* than the desk on which it lies.

Friends can bestow upon a school no more appropriate and useful gift than a copy of Webster's or Worcester's noble Unabridged. Parents should as soon think of sending their children to school without a reader, as without a dictionary. And, fellow-teachers, we can do nothing better for the success of our pupils than to teach them its use, in school and in after life.

WHERE IS TRUTH FOUND?—One thousand millions of people are supposed to inhabit the globe. How many of all these understand the truth, either in Religion or Philosophy? How few are truly wise!

It should be no disparagement, but an honor to the teacher, that the student should rise above him. Socrates is the more to be admired that his instructions should have produced a Plato.

Fenelon wrote his celebrated work called the "Adventures of Telemachus," with a view to correct the bad habits of his pupil, the Duke of Burgundy, and heir apparent to the throne of France. PARKE.

[For the Indiana School Journal.]

THE MINSTREL'S CURSE.

(Des Sangers Fluch.)

Translated from the German of Uhland.

BY P. FISKE REED.

In olden time, sublime and high, a royal castle stood,
Afar its glittering splendor shone o'er land and ocean flood;
And circling through its fragrant gardens wreaths of flowers were seen,
Where crystal fountains rose and fell in many a rainbow sheen.

There sat a haughty monarch, rich in land and victory,
He sits upon his golden throne, morose and wan is he;
And madness is in all he sees, his thoughts all horrors brood,
And what he speaks the cruel scourge, and what he writes is blood.

Once to his royal castle came a noble minstrel pair,
And one had golden ringlets, the other gray of hair;
The oldest with his tuneful harp a noble courser had,
While tripped beside, in gay attire, the blooming minstrel lad.

Thus spake the aged minstrel: "Now be prepared, my son,
To sing our best and deepest songs, with voice in perfect tone,
Of sweet delight, and gloomy grief, we both shall do our part,
For we this day must humble well this proud King's stony heart."

And now within that pillared hall the minstrel pair are seen,
And on his throne the proud King sits beside his charming Queen;
The King so grand yet fearful, like the north light's flashing sheen,
But sweet and mild the lovely Queen, like the full moon's glance therein.

Then struck the aged minstrel, with such wondrous power the strings,
The tone, to every eager ear, with swelling richness rings:
The youth poured forth such heavenly strains, so weirdly sang the sire,
It seemed the tuneful melody of some celestial choir.

They sang of spring and love, and of the glorious golden time
Of liberty, men honored, and of truth and heaven sublime;
They sang of all the sweetness man's bosom ever knew,
They sang of all the greatness men's hearts will prompt them to.

The lords who thronged around the King forgot their scornful frown,
And all his bravest warriors before their God bowed down;
The Queen was filled with sweet delight, yet grief her heart oppressed;
She threw the sacred minstrels the rose upon her breast.

"You have misled my people! seduce you now my Queen!"
The trembling King stepped furious forth, with dark and fearful mien;
He hurled his sword like lightning, the youngster's song was hushed,
And in the place of the golden song the rosy life-blood gushed.

Now like a storm the frightened hearers fled in wild alarm;
The youthful minstrel gasping fell into his master's arm:

The master wrapped him in his robe and rushed with lightning speed,
And bound the lifeless minstrel boy upon his waiting steed.

Yet there before the palace did the aged minstrel wait,
And madly break that harp of harps upon the castle gate:
He then pronounced a fearful curse upon those castle walls,
While his awful cry rang wildly through the stately marble halls.

"Woe to you, ye proud halls! no more the harp shall ring
For thee, nor in thy fated rooms no more shall minstrel sing!
But weary slaves, with sighs and groans, shall toil from day to day,
While the revenging spirit tramps mid ruin and decay!

"Woe to you, ye fragrant gardens, glowing in May light!
Behold this dead, disfigured face, that once was rosy bright!
Thy springs shall be exhausted, thy fountains cease to play,
And thy solitary gardens shall in desolation lay!

"Woe to thee, foul murderer, thou curse of minstrel name!
In vain be all thy struggles for wreaths of bloody fame;
Thy name shall sink in endless night, with no fond heart to care,
Like the last rattle of the dying, breathed in empty air."

The minstrel's curse was ended, the heavens heard his cry;
The castle walls are broken down, the halls in ruins lie;
Yet still there stands one lofty tower, all crumbling to decay,
A lonely witness of the splendor of a former day.

And now, instead of fragrant gardens, is a barren land—
No tree there lends its grateful shade, no fountain cools the sand;
That monarch's name is never told in history nor verse;
All is sunken and forgotten, now; such was the Singer's Curse.

SAVE THE GOOD.

It is the greatest mistake to suppose that any violation of the laws of health can escape its penalty. Nature forgives no sin, no error. She lets off the offender for fifty years sometimes, but she catches him at last; and inflicts the punishment just when, just where, and just how he feels it most. Save up for old age, but save more than money; save health, save honor, save knowledgr, save the recollections of good deeds and innocent pleasures: save pure thoughts, save friends, save love. Save rich stores of that kind of wealth which time cannot diminish, nor death take away.—*Michigan Journal of Education.*

The number of manuscripts sent to the committee on the National Hymn is over eleven hundred and fifty. The announcement of their voice will soon be made.

Practical Teaching.

A. R. BENTON, EDITOR.

SCHOOL-MANAGEMENT.—No 4.

In our former articles we have presented for consideration some general matters, that tend to promote efficiency in the management of common schools. Now, we propose to treat the subject more in detail, and to descend to those minute matters that make up the routine of school exercises. Nor should any one think this a useless labor, for it will be found that all the results of scholastic training, confessedly great as they are, must be the resultant of many forces, which taken separately are insignificant, but which taken together are most potent, and the only guaranty of success.

Without the ability to press into his service and to give a *practical* turn to his theories, a teacher will soon demonstrate himself a mere pretender or a practical nullity in the school room. It is not unusual to find a man who can discourse with ability respecting the proper mode of conducting a school, but who in the practical application of his own views proves to be a perfect failure. The executive ability that must belong to every good teacher, in such persons seems to be totally wanting.

Without mentioning any of our contemporaries, let me briefly illustrate this point by recalling one of the most illustrious names in the annals of modern education—Pestalozzi. This eminent Swiss Educator, who has given name to a system of instruction, in early life, with entire self-concentration devoted his life-energies to meliorate the condition of his countrymen. This he aimed to effect by introducing a new educational system. Full of the loftiest impulses, of the most sensitive nature, and endowed with an imagination that verged upon the visionary, in 1775 he organized at Neuhof a school which might develop his ideal. In his system he proposed to substitute the practical for the speculative, to make objects the text-book of his course, to find "sermons in stones, books in running brooks," and in short, to lead the student directly to the well-spring of nature. But how did this man of pure and lofty ideal, this mere theorist, succeed? In five years he failed in his enterprise, bankrupt in fortune, and hopeless of the future. What was the proximate cause of his failure? Let him give his character in his own words:

"The cause of the failure of my undertaking lay essentially and exclusively in myself, and in my pronounced incapacity for every kind of undertaking that requires *eminent practical ability*."

In view of this eminent example, are we not justified in asserting that a man may have very just views, and may write charmingly and con-

vincingly on the subject of education, and at the same time be utterly unfit to supervise and instruct a common school? Instruction is not the only duty that pertains to the school room, and without proper organization and supervision, it will prove of but little avail.

In the details of practical teaching, the first thing in the order of time is the organization of a school. As an army becomes more efficient by the perfection of its organization, so a school is more easily controlled and more fruitful of results in the ratio of its thorough organization. This work belongs solely to the teacher, and in it all his self-reliance and practical ability will be in demand. To be master of this position, in the highest degree, concerns his future labors in teaching. Hesitation, indecision, or blundering, at the outset in organizing school, will often stamp the character of the teacher with incapacity, and long will it take to remove this impression. The idea, in the minds of the scholars, that the teacher did not know what to do, will create distrust, and be followed by a train of other evils. Hence, before opening school the first day, the teacher, in my opinion, should have a definite plan by which he will proceed.

While this rule is invaluable for every day's labor, it is the more imperative at the opening of school, for this is the time of first impressions, all of which should be most favorable. It may not be expedient to adopt the same mode of proceeding under all conditions. The exigences of the case may always modify the method. But it must be held an inviolable rule not to enter upon the work of organizing a school without some predetermined plan; hence nothing will be left to arrange itself by happy accident or otherwise.

It may be difficult to give specific rules for organizing a school that shall suit every set of circumstances, but we trust a general outline of systematizing his work will be of service to the inexperienced teacher.

And first I would suggest that school be opened by reading a selection from the scriptures, as the foundation of the moral culture which the teacher in part must supervise.

It will also afford subjects for a general exercise, of which we propose to treat in another place.

Next in order should be the enrollment of the names of the scholars, with the studies they will probably pursue; care being taken that only such studies, and in such number, be allowed as seem suited to the age and development of the scholar.

This process will probably reveal the necessity of having two classes in Spelling, one in Writing, three in Reading, three in Arithmetic, one in Geography, and two in Grammar, and perhaps one in Algebra.

These may not classify properly all the scholars, but it will be found of great importance to have as few classes in the same study, as is consistent with proper classification.

After this preliminary work, let the process of examination with a view to classification commence.

Call into class all who study Arithmetic, and by examination decide to which of the three Arithmetic classes each one will belong, with the understanding that each scholar may be promoted or assigned a lower grade, according to his proved ability. Then indicate the text-book which all must have, and state with distinctness to which class each scholar will belong, the place where he will begin, and the length of lesson for the next day. Thus the classes in Arithmetic will be disposed of the first day, with the additional remark that the time of daily recitation will be announced next morning. The same general order may be pursued with the other classes.

This preliminary work may be extended with profit through the whole day, as the examination will partake much of the nature of instruction. Besides those classes arranged in the morning should be charged to prepare in the after part of that day for recitation on the morrow. Before dismissal, inculcate the importance of punctuality in attending next morning, and of thorough preparation for reciting the lessons assigned.

This whole plan proceeds on the hypothesis that the teacher will instruct in classes, and in no other way. Hence all his arrangement of seats and blackboard will have reference to this idea; and he must arrange them so as to promote quiet and ease in his exercises. We do not presume to say that this is a perfect outline, or the only feasible plan for opening school, but it is suggested as one that has been found convenient and efficient in grading scholars according to their proficiency.

This subject will be continued in another article.

Mathematical Department.

DANIEL KIRKWOOD, EDITOR.

PROBLEM No. 224.—BY NUMERATOR.

In a circle whose radius is unity, an equilateral triangle is inscribed. From the angle A a chord AD is drawn, dividing the side BC in extreme and mean ratio at E; the part EC being the greater. Required the length of the chord BD.

PROBLEM No. 225.—BY R.

In an isosceles triangle ABC, the base BC is given; also the area of

the escribed circle to which the base is tangent, is equal to the area of the triangle. Required the side AB.

Note.—An escribed circle is one which touches one side of a triangle externally, and to which the prolongations of the other two sides are tangent.

PROBLEM No. 226.—By R.

Required the radius of the escribed circle touching the base of an isosceles triangle, each of whose angles at the base is double that at the vertex, and each of whose equal sides is equal to unity.

A THEOREM IN CONICS,

MR. JOHN WARNER has sent us a neat demonstration of the following THEOREM.

Two straight lines, AX and AY, are given in position, and also the point P. From P draw any line PXY cutting the given straight lines in X and Y. Divide the intercept XY in such a manner that there shall always exist the relation

$$XY = m \cdot XI.$$

The point I will describe an *hyperbola*.

—This theorem Mr. W. supposes to be new; at least he has not noticed it in any of the text books. It furnishes, as he shows, a convenient method of describing an hyperbola, the asymptotes being given. We regret our inability to publish the whole of his ingenious paper.

Resident Editor's Department.

CORRESPONDENCE.

BROOKLYN, MICHIGAN,
June 28, 1861. }

MR. EDITOR.—The regular receipt of the SCHOOL JOURNAL since my return to Michigan, has not failed to remind me of my promise on leaving you to furnish an article for the JOURNAL in regard to education, and the School System of Michigan.

I am aware that in general the consideration of home affairs is of more interest and of greater importance to your readers, yet an occasional glance at the institutions of other States is essential, serving at once to warn against those errors that have caused failures, and to keep awake

that spirit of emulation which the marked success of others never fails to arouse. Michigan owes to two things the success that at present seems to crown her educational system. The funds given to her for educational purposes have not been diverted from their legitimate uses, but in some instances have, by judicious management, been really increased.

Again, the control of her institutions has, for the most part, been in the hands of men of experience and of eminently liberal views—men who have not been bound by a narrow and feeble policy, but who have felt that any system to be truly successful must be complete, and every part of it vigorous. When any apparent failure, therefore, has denoted something wanting in the system, no effort has been spared to supply the deficiency. Thus the old system of Academies and private schools, in vogue ten years ago, proving insufficient and frequently inefficient, suddenly Union schools sprang into existence in every city and village where the State provided instruction of a high order within the reach of all, and at the same time swelled the proportions of its University, by multiplying and developing its tributaries.

A deficiency was also marked in the preparation of teachers for these schools, and a Normal School was provided which has since proved a pride to the State, scattering its fruits with a bountiful hand, not only over the State that gave it birth, but to sister States around.

Again it was felt that while the main dependence of a State was upon its agricultural resources, intelligent and educated farmers were necessary that these resources should not be squandered; not that these must necessarily be learned in the classics, or comprehend in full the principles of the mathematics hidden in space, but like those of other professions they should be educated for their business, and accordingly \$150,000 were appropriated for the establishment of an Agricultural School, where hundreds of farmer's sons learn the mysteries of the soil, and practice on a farm of about one thousand acres the best methods of developing its resources. Meanwhile the proper development of a part of a system can but increase the efficiency of the whole, and every effort such as have been referred to, has infused new vigor throughout.

There is a policy common to many of the States, and which Indiana in my opinion now severely feels, which is that of diverting the resources from a State system in the attempt of each denomination to build up institutions of its own. Not that I would underestimate the good that these denominational colleges accomplish—yielding in some instances nourishment to minds that otherwise would starve—but the fact stands out indisputable, that where interests and efforts are divided and distracted among many institutions, however perfect the system may otherwise be, it has no head, or one but partially developed, and its efficiency is correspondingly impaired. This evil Michigan has to a great extent es-

caped; and the result is seen in the present position of her University, at the head of all western Institutions; and though yet young in years, rivalling in strength and influence the time honored Institutions of Harvard and Yale. Possessing regular income of its own of \$40,000 per annum, it can claim men of the first talent of the country among its corps of Professors. With free instruction and equally open to all, it invites students from each of the thirty-four United States and receives them from the most. Including those attending the Medical and Law Departments, nearly seven hundred students have been connected with it during the past year. At its annual Commencement, from which I have but just returned, it graduated a class of fifty-four, representing nine different States. An abstract of the Commencement exercises might be of interest, but this communication is already of sufficient length. At another time, if permitted, I shall be pleased to give you a report of the Michigan Union Schools.

Yours,

T. D. M.

THE GREAT COMET OF 1861.

The comet first generally observed on the evening of June 30th, 1861, was the most brilliant that has appeared for centuries, and one of the most remarkable on record. The evening of its appearance was, for an hour after sunset, somewhat cloudy; but before nine o'clock the atmosphere had become perfectly clear.* The nucleus, which was in or very near the head of the Lynx, had an apparent magnitude much greater than Jupiter. The tail crossed the Camelopard, Little Bear, Dragon, and Hercules, terminating in the Bull of Poniatowski. Its apparent length, therefore, was about one hundred and twenty degrees—more than one half of which was very brilliant. Its greatest breadth was not less than seven or eight degrees.

The apparent length of the trains of the most remarkable comets that have appeared since the christian era are as follows:—

A. D.	Degrees.	A. D.	Degrees.
133 - - - - -	50.	1769 - - - - -	97.
178 - - - - -	50.	390 - - - - -	100.
1456 - - - - -	60.	1264 - - - - -	100.
1689 - - - - -	60.	1362 - - - - -	100.
1843 - - - - -	65.	1618 - - - - -	104.
837 - - - - -	80.	1861 - - - - -	120.

* At Bloomington, Indiana.

The train of a comet seen in China near the close of the ninth century is said by some of the Chinese Historians to have been nearly two hundred degrees in length; but this is probably a great exaggeration. That of the comet of 1861 was the largest of which we have any *authentic* record.

This comet is one of the very few that have been visible to the naked eye in full daylight. It was seen before sunset on Monday evening July 1st, by the Rev. HENRY W. BALLANTINE, of Bloomington, Indiana.

The body has been observed by the writer on fifteen consecutive nights. It is now (July 15th) becoming very faint. When first visible on the 30th ult., it was supposed by many to be the great expected comet of 1264 and 1556. It was soon apparent, however, that the bodies could not be identical,

Further details are reserved for the September Number.

Bloomington. Ind. July 15th 1861.

DANIEL KIRKWOOD.

INSTRUCTIONS TO COUNTY SUPERINTENDENTS, (*Examiners.*)

Mr. Burrowes, Superintendent of Common Schools in Pennsylvania, has issued a circular of General Instructions to County Superintendents, which we insert, as it is equally well adapted to our State—the Superintendents corresponding with our Examiners.

“It is desirable that Superintendents, in their School visitations, should make inquiry into all matters affecting the character and operations of the Schools, especially in regard to the following things:

1. THE SCHOOL HOUSE.—Its location, play-grounds, shade-trees and out-houses; materials, plan, dimensions, height of ceiling, and state of repair; means of warming and ventilating, and neatness of condition.

2. SCHOOL FURNITURE.—Desks and seats—their style, arrangement and convenience; Teacher's desk, situation and convenience; black-board, maps, globes and other school apparatus; arrangement for hats, bonnets, and cloaks; general condition as to neatness and repair.

3. THE SCHOOL.—Its grade; whole number, average number and punctuality of pupils; classification; whether each pupil is attending to proper number of studies; branches taught, and books used; punishments, whether corporal or otherwise, and how inflicted; intermissions, how often and how long; habits of study, and degree of advancement; order and manners of the pupils; moral tone of school, and interest manifested in school by the community.

4. THE TEACHER.—Age, birth-place, and where educated; terms or

years engaged in teaching; whether intending to be a permanent teacher; books and periodicals on teaching read; ability to teach and govern; dress, manner and deportment; use of language.

5. **VISITATION.**—Number of persons present at examinations and exhibitions; directors' visits, frequency and effect; number and effect of visits by parents and guardians.

6. **DISTRICT INSTITUTES.**—Whether District Institutes are organized; number of Teachers regularly attending; directors and people attending; how often held; nature of exercises and by whom conducted; whether and how often attended by County Superintendent; mismanagement in conducting, and improper exercises; advantages resulting.

7. **MORAL INSTRUCTION.**—Number of Schools in which it is given; whether by use of books on the subject, or by regular oral instruction; number of Schools in which the Scriptures are regularly read, and general effect on the Schools.

8. **PUBLIC SENTIMENT.**—The prevailing public sentiment in relation to the Common School system in each District; whether favorable or unfavorable, and the prominent cause of either state of feeling."

—We add, Does the Trustee, Director, or District Teacher receive the *School Journal* regularly? If not, induce them to subscribe.

These matters, reported to the Superintendent and School Journal, would aid the one in his general supervision, and the other in its usefulness as an organ and exponent of Common Schools.

LOCAL AND PERSONAL.

Friend P. FISHE REED, the Painter and Poet, has been appointed Professor of Rhetoric and English Composition in Whitewater College, and also Superintendent of the Fine Art Department. This latter, embracing Painting and Drawing in all their branches, is a new feature in the college course. Whitewater College is the first, in the West at least, to adopt the plan of Yale in respect to the special department system, which allows a student to pursue a special course and graduate in that without taking a full collegiate course.

The President, Mr. Barnes, has been fortunate in securing the services of Mr. Reed in these departments. Mr. R. is a standard scholar and poet, and as such has a wide reputation. He is author of various essays on English Composition which have attracted the attention of the most eminent critics, and the literati generally.

There is a science above the mechanical principles of language. Liter-

ary composition may be a perfect "man of earth," but it must be infused with the "breath of life" if it is to live in the hearts of men. Mr. R. is peculiarly fitted for this field. His analytic mind and extensive reading enables him to comprehend and explain both the mechanical and spiritual phases of our language. We cordially commend him to all our friends in Centerville.

H. H. Y.

RETURNED FROM EUROPE.—Misses Catharine and Mina Merrill and Masters Louis and William Ketcham arrived at home yesterday after an absence of two years in Europe. They came from Liverpool to New York on the Europa, in company with Gen. Eremont, whose acquaintance they formed on the voyage. The party, since their absence from home, have traveled through Ireland, Scotland, England, France and Germany, spending a portion of their time at Berlin, and frequently meeting Ex-Gov. Wright, our Ambassador at the Prussian Court. The Masters Ketcham have learned to speak German with ease, and with almost as much facility as their native English. The whole party have made good use of their time in sight-seeing, in observing the manners and customs of the different peoples with whom they have temporarily resided, and acquainting themselves with their literature. They return home happy to see their friends but sorry to end a trip that has proved so pleasurable and so profitable.—*Indianapolis Journal*, July 4.

—Our readers will recognize Miss Catharine Merrill as the author of our "European Correspondence," which terminates with this number. We believe these letters have proved entertaining and instructive to all the readers of the JOURNAL. Some of our exchanges have spoken of them in the most complimentary terms. The *Southern Teacher* mentions the European Correspondence as "a remarkable feature in a School Journal," and the *Pennsylvania School Journal* copies entire the letter in our April number.

H. H. Y.

J. F. BIRD, Principal of the Owensville High School, writes, July 8th: "Our school is in a very flourishing condition. During the present term one hundred and sixty pupils have been enrolled. The present term will close on the 10th inst.; the fall term for the third scholastic year will commence September 2, '61. E. C. Gage is assistant, and Mrs. C. A. Bird teacher of Embroidery.

E. C. THORNTON writes from New Garden, June 28th:

"There were only four schools in session in the township the present summer: two were under charge of Directors, and two select schools.

Wages, \$18, \$20, and \$25, per month. One male, and three female teachers. For want of suitable schools in our own township, ten of

years engaged in teaching; whether intending to be a permanent teacher; books and periodicals on teaching read; ability to teach and govern; dress, manner and deportment; use of language.

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PUBLIC EXAMINATION.—The teachers of Marion County desiring certificates, are requested to meet the undersigned at the First Ward School House, in this city, on Saturday the 17th inst., at 10 o'clock, A. M.

Punctual attendance is requested, as we shall examine by classes. Trustees, Directors, and other friends of education are cordially invited to be in attendance.
C. SMITH, Examiner.

We learn that the Institute at Oakland was a very pleasant and profitable meeting. A large number of members were in attendance, and much interest manifested in all the exercises. A sad accident occurred at a picnic of the Institute, resulting in the death of one of the members, and injuring several others. A party were returning in a carriage when the horses attached took fright and ran, overturning the carriage suddenly, dashing the occupants against the ground, killing a young lady, Miss Shafer, almost instantly. The event cast the deepest gloom over the Institute and neighborhood, in which Miss S. was highly esteemed.

An abstract of the proceedings of the Institute will be given in next number.

PERU PUBLIC SCHOOL.—The examination in the Peru Graded School, last month, was very creditable to both teachers and pupils. Under the management of Mr. Walker, Sup't., the pupils have been brought under admirable discipline and classification, and all the machinery of the schools moves on like clock-work. The *Republican* says the experiment of placing females at the head of schools filled with grown up young men and women, is a complete success in Peru.
H. H. Y.

INTELLIGENCE.

The annual meeting of the National Teachers' Association has been postponed till 1862, on account of the war.

OSWEGO TRAINING SCHOOL.—This school, organized for the instruction of Primary Teachers, embraces thorough instruction in Pestalozzian principles and methods of teaching, and the application of them in the school-room, including particularly, lessons on Objects, Natural History, Color, Form, Place, Physical Actions, Moral Instruction, Numbers and Reading; also, lessons on School Organization and Discipline. The full course embraces instruction in Botany, Zoology, Geology, Mineralogy, Drawing and Mental Philosophy.

The terms of tuition are \$24 for the course. Persons desiring information may address, E. A. Sheldon, Sec'y Board of Education, Oswego.

CONNECTICUT.—A copy of the Common School Journal is, *by law*, sent to the Board of School Visitors of every town in the State.

PENNSYLVANIA.—The State Association will be held on the 6th, 7th, and 8th inst. The programme presents subjects for discussion, and topics for reports, which cannot fail to make an interesting session.

MASSACHUSETTS.—The Legislature of this State, at its last session, made an appropriation for securing the services of Rev. G. B. Northrop, as State agent and lecturer on the subject of Education.

The first class in the Normal Institute for Physical Education numbers twelve or fifteen. Dr. Lewis is greatly pleased with the class thus far. The Institute will close early in September.

WISCONSIN.—The State Teachers' Association is now (August 2d,) in session at Fond du Lac. The meeting promises to be very interesting.

The State University graduates nine young gentlemen this year. The various schools of the State are reported to be in good working condition. The Journal of Education receives a liberal contribution from the State.

OHIO.—A Normal Institute has just closed a session of five weeks, at the S. W. Normal School, Lebanon. The State Teachers' Association was held at Elyria, on the 2d, 3d and 4th days of July. The *Monthly* reports an unusual interest,—a large number were present, and the very best feeling prevailed. A glance over the proceedings justifies the promise to give an abstract in our next. We have not space in this number.

At the recent Fourth of July Celebration in Brooklyn the following toast was given:—"Free Schools—the armament of the State, and the foe of despotism, ignorance and crime."

The Emperor of Russia has given \$25,000 for the establishment of a permanent observatory on Mount Ararat, near Tiflis.

Photography has been introduced into the French army as a branch of education.

Two of the American missionaries now in Japan are engaged in making dictionaries, and one upon a grammar of the language.

It is said that no less than one hundred and fifty newspapers have suspended publication within the last six weeks.

OUR BOOK TABLE.

The Fifth Reader of the School and Family Series. By MARCIUS WILLSON, Author of *Primary History*, *History of the United States*, *American History*, and *Outlines of General History*. New York: HARPER & BROS.

In our last number we gave the titles of the several divisions embraced in the plan of this work. These are subdivided again into classes, orders, &c., of the subjects treated of under the general heads, thus giving a suitable and happy variety, while the matter is of the most instructive

character. Indeed the book is a complete introduction to several branches of science, and is well calculated to lead pupils to a better acquaintance with them.

The illustrations, of which there are about two hundred, surpass in artistic beauty and adaptation any we have ever seen in a school-book. Illustrations, whether for use or ornament, should be natural as well as beautiful. They then become efficient aids in forming and cultivating the tastes and judgment in regard to the objects they represent, and in imparting true ideas of things which often cannot be otherwise obtained.

The whole plan and contents of the work are admirably adapted to the modern system of *Object Teaching*, now so popular as it is becoming better understood.

The mechanical execution of the work is very good, except that the type is too small in some of the exercises.

A School History of England. By A. B. BERARD, Author of "*School History of the United States.*" New York: A. S. BARNES & BURN. 1861.

Those who are acquainted with Berard's excellent history of the U. S., will welcome this equally excellent work. Of course so vast a subject as a History of England, cannot receive anything like an exhaustive consideration in a work of this dimensions, (456 pages,) yet our author has presented a very intelligible and satisfactory account of the social life of the English people, and the civil and military transactions of the realm.

The work is brought down to the present time, and contains the accounts of the late events in the Crimea, India and China. It is well executed, handsomely bound, and the style of writing is easy and pleasant.

Nature and the Bible Have One Author: Demonstrated by their Coincidences and Common Sense, without reference to History or the Opinions of Men. By JOHN S. WILLIAMS. Vol. 1. 25 cents.

This is a pamphlet of twelve of a series of fifty essays, which are worthy of careful reading by every one interested in the fundamentals of religion. These essays evince much thought and labor on the part of the writer. Each is paragraphed and numbered for reference and comparison, thus avoiding repetitions and prolixity.

This number is put forth as a sample or prospectus for a proposed volume upon this subject. Those who receive a copy, or like the movement, are requested to aid in obtaining subscriptions for the whole series, and also to send the names and postoffice address of such others as would be likely to assist. The price of the volume is \$1.50; three copies \$4; four copies \$5; six copies \$7.

We recommend our exchanges also to call attention to this work, and also the "*NAZARENE*," a monthly periodical of 40 pages. Price \$2 00 a year, single subscriber, or \$15 00 per dozen, payable in advance, upon notice that the first number is out. Address Rev. John S. Williams, Washington, Mason county, Ky.

An Authentic Exposition of the "K. G. C.," (Knights of the Golden Circle;) Or a History of Secession from 1834 to 1861. By a Member of the Order. Illustrated, 25 cents. Indianapolis: C. O. PERRINE.

Just now it is well to ponder the causes that have brought civil war upon the country, that the proper measures may be taken to prevent its occurring again. This pamphlet is a "word in time, fitly spoken."

The Sanitarium, a Journal of Moral, Mental and Physical Culture. Edited and published monthly, by CAROLINE M. ROLLINS, 353 Shawmut Avenue, Boston. \$1 per year; four copies \$3; eight, \$5; twelve, \$6.

"By no other way can men approach nearer to the gods, than by conferring health on men." All should be interested in knowing the most effective sanitary rules for maintaining health.—Take this Journal.

—Several other publications, school reports, etc., are on our table, but we have not space to notice them at this time,—will receive attention soon.

H. H. Y.

CATALOGUES of the officers and students of Indiana Asbury University, Earlham College, and Stockwell Collegiate Institute are on our table, and will be noticed in next number.

EXCELLENT SCHOOL BOOKS.—Among the orders adopted by the School Committee of this city at their quarterly meeting last Tuesday, was one from the Committee on Text Books, for the introduction into all of the Primary Schools of "Eaton's Primary Arithmetic." Eaton's Written Arithmetic has been used in all of our Grammar Schools for the past two years with much satisfaction, and the adoption by our Committee of the Primary Arithmetic, so soon after its issue, shows the estimation in which these Arithmetics are held.—Boston Transcript.

WAYNE COUNTY NORMAL INSTITUTE.

A NORMAL INSTITUTE will be held in Economy, commencing on Monday, the 19th inst., and continuing two weeks.

Classes will be organized and recitations had in Mental and Practical Arithmetic, English Grammar, Physical and Descriptive Geography, Physiology, Analysis of Words, Penmanship, Elocution, etc.

Daily Lectures on Theory and Practice of Teaching. Also, Evening Lectures by distinguished Educators from abroad.

INSTRUCTORS.—Geo. P. Brown, A. C. Shortridge, Matthew Charles, Thos. Charles, Joseph Moore, F. Tufts, L. A. Gray, and Hiram Hadley.

EXPENSES.—Boarding for Teachers in private families at \$1 50 per week.

TUITION, for two weeks, One Dollar, payable in advance.

ECONOMY is a pleasant and enterprising village, situated about twelve miles north of Centreville, and six miles from Washington. This latter place is on the Cincinnati and Chicago Air Line Railroad, and the nearest Railroad station to Economy.

Every Teacher of Common Schools, within a reasonable distance of this Institute, will, we trust, avail himself or herself of the advantages afforded for a more thorough preparation for the duties of the profession.

A. C. SHORTRIDGE, Sup't.

THE
Indiana School Journal:

INDIANAPOLIS, SEPT. 1861.

VOL. VI. MARY A. VATER, Editor for this Month. NO. 9.

COMPENSATIONS IN NATURE.

—
THESES BY O. F. HALE. *
—

In looking around on the productions of celebrated writers from the earliest ages down to the present, we see many and voluminous works from their pens. Every nation has had its philosophers, every tongue its poet. But by patient, persevering effort, and with suitable teachers, the most intricate subject or the most voluminous production may be mastered and fully comprehended.

But there is a book whose Author is infinite, and whose teachings are sublime; whose language is universal, and comprehended by every tongue. Every leaf that has been turned has revealed some great manifestation of the wisdom and benevolence of its divine Author. Every new leaf that is turned will continue to unfold new truths and new beauties, on which the soul of man may feast and continually learn lessons of wisdom and virtue.

It is from this book we wish to draw a few of the many illustrations of our subject. At first view we are apt to think nature partial in the distribution of her bounties. We are apt to contrast the ease and luxury of those who live

“Where fragrant forests perfume the breeze,”

with the toils and energies necessary to support life and promote enjoyment in climates less genial, and where vegetation is less luxuriant. We are apt to contrast the spontaneous growth of the date-palm and the banana, with the combined efforts necessary to bring the cereal grasses to maturity and perfection. But we forget that if they have the banana and the cassava, they have also the arvoeiro and the

* Junior graduate of the South Western Normal School, Lebanon, O.

assica. We forget that the traveler or the native enjoying the shade of the date-palm or the plantain, and feasting on their delicious fruits, knows not how soon he will be fanned by the poisonous Simoon, or how soon the withering harmattan will crisp the luxuriant growth of leaves that protect him from the burning rays of the sun. And if he gets a few hours of rest, during the day, beneath his balmy shade, his night's repose is destroyed by the torments of poisonous insects. We forget that while he is admiring the beautiful plumage of the feathery tribe, beneath his feet lurk the venomous spider and the deadly scorpion.

The ruins of Herculaneum and Pompeii give us the blackest picture of the sad and desolating effects of volcanic action, yet the same mountains that occasionally spit forth their fiery breath, or cause cities to be swallowed up by the earthquake, afford a secure shelter from the chilling blast of the north, or the burning winds of the south. They condense the vapors of the atmosphere and send rain down to fertilize the valley below, or feed the streams that flow from their sides, on to the ocean.

The coral reefs, that silently rise from the bottom of the ocean, have ever been the terror of navigation; and many a proud ship, with her gallant crew, has found a watery grave on the summit of an ocean mountain. Yet perhaps the same ring of coral encloses the lagoon which forms, for the wary mariner, a safe harbor in the heart of the wild ocean.

Again, the long and unbroken coast line of the southern continent affords few maritime advantages; but we see stretching across the same continent the vast navigable rivers, Orinoco, Amazon, and La Plata.

The changes of climate experienced in passing from the torrid zone to the frigid, demand different kinds of food; and accordingly we find that within the tropics, where a vegetable diet is most grateful and most conducive to health, nature supplies, in the greatest abundance, the most valuable productions. In the temperate regions, where we need a little more stimulating diet, animal food is found more abundant, and the grains and fruits afford plentiful and wholesome nutriment. As we approach the polar regions grains gradually disappear, and animal food becomes more and more exclusively used, until we reach the habitations of the Esquimaux, among whom bread and fruits are unknown. Without the counteracting influence of animal heat which is supported by the fat of animal food, the

cold of these regions would be insufferable ; while the same food in the equatorial regions would be extremely nauseating, and the heat produced by such stimulating diet would be insupportable.

Throughout the whole range of science we discover striking illustrations of this beautiful law. Thus, if a blood-vessel be severed, the surrounding inosculation immediately enlarge, and the blood flows on in its living channels as though its course had not been interrupted. And if by accident any of the senses become impaired or destroyed, the others become correspondingly active:—the sense of feeling, in cases of blindness, often becoming so acute as to distinguish colors with great accuracy. So we may, with impunity, abuse ourselves to almost any extent in one direction, provided on the other hand we observe other necessary conditions to secure health.

This beautiful principle will be more fully appreciated when we reflect on the numerous conditions of men which compel them to neglect or violate some of the fundamental principles of health, who yet, by the observance of the rest, are permitted to enjoy all the comforts usually allotted to others.

Again we see a peculiarity in the mental constitutions of men adapting them to all the characteristics of the different climates. The love of home which thrills the patriot's breast, blinds him to the beauties of other climes, and to the disadvantages of his own.

“ Every good his native wilds impart,
Imprints the patriot passion on his heart.

* * * * *

The shuddering tenant of the frigid zone,
Boldly proclaims that happiest spot his own;
Extols the treasures of his stormy seas,
And his long nights of revelry and ease;
The naked negro, panting at the line,
Boasts of his golden sands and palmy wine,
Basks in the glare or stems the tepid wave,
And thanks his gods for all the good they gave.
Such is the patriot's boast, where'er we roam,
His first, best country ever is at home.”

Thus it is, whether we examine the workmanship of our own bodies, or the more intricate workings of the mind, we see the same divine principle stamping its impress on the soul. And when we turn to external nature, whether we are on the raging ocean or among the mountains and valleys of the continents, whether on the burning wastes of the torrid zone, or in the cold, bleak regions of polar desolation, the same beneficent law is seen establishing equilibrium in the great scale of Justice.

THE TEACHER AS HE FIGURES IN LITERATURE.

If it is true that the songs of a people determine its characteristics, it is no less true that the character of a people determines its songs. A writer who would be acceptable must be true to nature as manifested in the people for whom he writes, or as they may readily conceive it to be manifested. Hence the successful novelist or poet is the true expositor of the manners of a nation, as well as of their modes of thinking and their style of thought.

Since the introduction of letters, the customs of all times and all classes of society have been left on record; and Literature, which preserves these, has, among them, perpetuated the memory of the Teacher. If it does him injustice by preserving only his eccentricities and failings, still whatever it does preserve, is acknowledged to be characteristic.

The professional teacher is not frequently described. This is probably owing to the fact that novelists generally begin their stories with the *debut* of their heroes and heroines, only prefacing a few remarks about pedigree and possessions. All of the dreamy, hazy, indefinite wonderings of childhood are unrecorded. Dickens is a remarkable exception to this general rule. He not unfrequently begins with his hero when he is a little, red, fisty fellow, whose eyes look nowhere and see nothing; who cries without knowing wherefore, and sleeps when that wherefore is satisfied. Hence Dickens has described nurses and governesses, ushers and head-masters, Mr. Feeder and Dr. Blimber. Mr. Feeder, who wears his hair in bristles, as though he were terrified or at least astonished at the doctor's learning; Dr. Blimber, who always expresses his opinion in such a manner as to preclude the possibility of any one's thinking differently, and to dispose of the subject finally.

Little Paul Dombey's preceptress, "Mrs. Pipchin, was a remarkably ill-favored, ill-conditioned old lady, of a stooping figure, and a mottled face like bad marble, a hook nose, and a hard gray eye that looked as if it might have been hammered on an anvil without sustaining any injury. * * * She was generally spoken of as a great manager of children, and the secret of her management was, to give them everything they didn't like, and nothing that they did; which was found to sweeten their dispositions very much."

Yet she was kind, too, in her way, and succeeded in attaching little Paul to herself in a very slight degree.

We recognize, at once, the honest-hearted old gentleman who gave direction to our budding intellect, in Thomas Gradgrind, sir, who appeared to the children before him "as a kind of cannon, loaded to the muzzle with facts, and prepared to blow them clean out of the region of childhood at the first discharge." Mr. Squeers, who was so unmerciful upon poor Smike—as indeed upon every little wretch whom he once got to the "Hall"—represents, thank heaven, a very small proportion of those who have engaged in the profession of teaching. He is one of those brutal wretches, who, if he had been a drayman, would have beaten his horse; a master—would have tortured his slaves; a jailor—would have starved his prisoners; but being a schoolmaster, he inflicted all of these things upon his unhappy little victims.

Dickens says: "Mr. Squeers' appearance was not prepossessing; he had but one eye, while the popular prejudice runs in favor of two. The eye he had was unquestionably useful, but decidedly not ornamental, being of a greenish gray, and in shape resembling the fan-light of a street door. The blank side of his face was much wrinkled and puckered up, which gave a very sinister appearance, especially when he smiled, at which time it bordered closely on the villainous. His hair was very flat and shiny save at the ends, where it was brushed stiffly up from a low protruding forehead, which assorted well with his harsh voice and coarse manner. * * He wore a white neckerchief, with long ends, and a suit of scholastic black, but his coat sleeves being a great deal too long, and his trowsers a great deal too short, he appeared ill at ease in his clothes, as if he were in a perpetual state of astonishment at finding himself so respectable."

His school, which for the most part was made up of abandoned children, or such as had step-fathers or mothers, or were deformed and unsightly, was a sorry spectacle. "Pale, haggard faces; children with the countenances of old men; deformities, with irons upon their limbs; boys of stunted growth, and others whose long meagre legs would hardly bear their stooping bodies, all crowded on the view together. There were the bleared eye, the hair lip, the crooked foot, and every ugliness or distortion that told of unnatural aversion conceived by parents for their offspring, or of young lives, which, from the earliest dawn of infancy, had been one horrible endurance of

cruelty and neglect ; there were little faces which should have been handsome, darkened by the scowl of sullen, dogged suffering: there was childhood, with the light of its eye quenched, its beauty gone, and its helplessness alone remaining."

Such was the school of Squeers, in the far-off *Dothy Hall*, where parent or friend never came, and where his sovereignty was undisputed. Such the children, whose cries, failing to move his heart to pity, ascended up—up—until they reached the Throne of God, and were heard ; and a judgment overtook the miserable tyrant in his old age, but the retribution was no less sure for being tardy.

In the *Legend of Sleepy Hollow*, we make the acquaintance of a personage who represents quite a numerous class of some fifty years ago, but whose counterpart it is now somewhat difficult to find.

"In this bye-place of nature there abode, in a remote period of American history, that is to say, some thirty years since, a worthy wight of the name of Ichabod Crane ; who sojourned, or, as he expressed it, "tarried," in Sleepy Hollow, for the purpose of instructing the children of the vicinity. He was a native of Connecticut, a State which supplies the Union with pioneers for the mind as well as for the forest, and sends forth yearly its legions of frontier woodmen and country schoolmasters. The cognomen of Crane was not inapplicable to his person. He was tall, but exceedingly lank, with narrow shoulders, long arms and legs, hands that dangled a mile out of his sleeves, feet that might have served for shovels, and his whole frame most loosely hung together. His head was small and flat at top, with huge ears, large green glassy eyes, and a long snipe nose, so that it looked like a weathercock perched upon his spindle neck to tell which way the wind blew. To see him striding along the profile of a hill on a windy day, his clothes bagging and fluttering about him, one might have mistaken him for the genius of famine descending upon the earth, or some scarecrow eloped from a corn-field.

"The school-house was a low building of one large room, rudely constructed of logs ; the windows partly glazed, and partly patched with leaves of old copy-books. * * From hence the low murmur of his pupils' voices, conning over their lessons, might be heard in a drowsy summer's day, like the hum of a beehive ; interrupted now and then by the authoritative voice of the master, in the tone of menace or command ; or, peradventure, by the appalling sound of the birch as he urged some tardy loiterer along the flowery

path of knowledge. Truth to say, he was a conscientious man, and ever bore in mind the golden maxim, "Spare the rod and spoil the child." Ichabod Crane's scholars certainly were not spoiled.

"I would not have it imagined, however, that he was one of those cruel potentates of the school who joy in the smart of their subjects; on the contrary, he administered justice with determination rather than severity, taking the the burthen off the backs of the weak, and laying it on those of the strong. Your mere puny stripling, that winced at the least flourish of the rod, was passed by with indulgence; but the claims of justice were satisfied by inflicting a double portion on some little tough, wrong-headed, broad-skirted Dutch urchin, who sulked and swelled, and grew dogged and sullen beneath the birch. All this he called 'doing his duty by their parents,' and he never inflicted a chastisement without following it by the assurance, so consolatory to the smarting urchin, that "he would remember it and thank him for it the longest day he had to live."

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"It was not the cold, clear voice of one giving advice and warning from serene heights to those struggling and sinning below, but the warm living voice of one who was fighting for us and by our side, and calling on us to help him and ourselves and one another."

Roger Archer, who died in 1568, and who was the first English writer on Education, compliments the teacher in the following anecdote of Lady Jane Gray, who, when asked why she read Plato rather than engage in the sports of the park, answered, "I will tell you, and tell you a truth which you will perhaps marvel at. One of the greatest benefits God ever gave me, is, that he sent me so sharp and severe parents, and so gentle a schoolmaster, * * who teaches me so gently, so pleasantly, and with such fair allurements to learning, that I think all the time while I am with him nothing. And when I am called away from him, I fall on weeping, because whatever I do else, but learning, is full of grief, trouble, fear, and whole misliking unto me."

Goldsmith, in *The Deserted Village*, has pictured the teacher with rare effect. We see the pedant perfectly; and while we smile at his conceit, render him a tribute of respect due to his wisdom, erudition and excellence.

"Beside yon struggling fence that skirts the way,
With blossomed furze, unprofitably gay,
There in his noisy mansion, skilled to rule,
The village master taught his little school.

A man severe he was, and stern to view,
I knew him well, and every truant knew;
Well had the boding tremblers learned to trace
The day's disasters in his morning face;
Full well they laughed, with counterfeited glee,
At all his jokes, for many a joke had he;
Full well the busy whisper, circling round,
Conveyed the dismal tidings when he frowned.

Yet he was kind, and if severe in aught,
The love he bore to learning was in fault;
The village all declared how much he knew,
'Twas certain he could write and cypher too;
Lands he could measure, terms and tides presage,
And even the story ran that he could gauge;
In arguing too, the parson owned his skill,
For even though vanquished, he could argue still;
Whilst words of learned length and thundering sound,
Amazed the gazing rustics, ranged around;
And still they gazed, and still the wonder grew,
That one small head could carry all he knew."

Shenstone immortalizes his matronly friend, Sarah Lloyd, who first initiated him into the mysteries of the alphabet, in his *Schoolmistress*; and though we may not recognize the picture, there is no doubt of its loyalty to nature in the old locality, since it has preserved

its popularity to the present day, and raises its author to an honorable place among the English poets.

In a poem called *Homme des Champs*, by James Delille, translated by John Maunde, we find a pleasant description of the village school-teacher in France. The thoughts, if not the mode of expression, are the same as those of Goldsmith and Shenstone, and if not a literary theft, bear witness that the ways of school-keepers in France did not differ materially from those in England; and the authors bear mutual testimony of correct delineation. In the following, the italicised passages seem an echo of Goldsmith's lines, which are but slightly modified by the reverberations:

"He comes at length in consequential state,
And self-importance marks his solemn gate,
Read, write and count, 'tis certain he can do,
Instruct at school, and singing chapel too;
Foresee the changing moon, and tempest-dread,
And e'en in Latin had some progress made.
In learned disputes still firm and valiant found,
Though vanquish'd, still he scorns to quit the ground.
The rustics gaze around, and scarce suppose
That one poor brain could carry all he knows.
But in his school, to each neglect severe,
So much to him is learning's progress dear,
Comes he? *Upon his smooth or ruffled brow,*
His infant tribe their destiny may know.
He nods, they part: again, and they assemble;
Smile, if he laughs; and if he frowns, they tremble

Such are the records of the teacher during the past century. What record will be left during the next? Writers heretofore, if they have given him any notice whatever, have usually held him up for the public to laugh at, as though he were altogether a ridiculous kind of being that, nevertheless, it would be inconvenient to dispense with; who consisted merely of green gowns and a ferule, and who disappeared when these were laid upon the shelf.

Many of these pictures of the school-teacher will not be appreciated by coming generations, because gentle and accomplished ladies, and polished gentlemen have taken the place of these scarecrows to the young; and mothers no longer alarm their naughty children by telling them that the schoolmaster will carry them off!

To go to school is made a reward rather than a punishment. Instead of Mr. M'Choakumchild, we have the Smiths and Joneses, who are obliged to confess to the weakness of feeling much as other folks feel. Miss Gentle has supplied the place of Miss Stiphneck, and Mr. Goodheart fills the chair of Mr. Bluff.

THE TEACHERS' INSTITUTE SOCIALLY CONSIDERED.

WRITTEN DURING VACATION, BY ONE RATHERISH LAZY.

The Institute is the teacher's annual festival. It is his time to enjoy the rich luxury of idleness. It is his time for sleeping late o' mornings. It is his time for lolling on lounges and reading nice old books; for sitting in cool places and playing superannuated fiddles.

He leaves his dignity at home and brings in its stead his budget of jokes. He spends his money royally, always returning home on a half dollar that he borrowed of some generous fellow who borrowed it of somebody else. He lives on wine and milk—the sparkling wine of hilarity, and the milk of human kindness. He goes buggy-riding; he eats ice-cream.

He isn't sedate. He didn't come to the Institute to be sedate. He makes no effort to be steady. He is hard to interest in class. Sometimes he goes to sleep. Sometimes he glances at the bright eyes that took him captive last Institute. Of evenings he goes to the lecture—and the bright eyes are dangerously near. Does he shun the “scintillating sparks” that forever “come and go?” Not he. Perhaps he goes to a Reunion. Know ye, gentle readers, what a Teachers' Reunion is? Hear ye the words of a Ratherish Lazy Fellow, who likes Reunions, and has been to many a one.

Reunions are gatherings eminently shake-handative, eminently nod-headative, eminently free-talkative. A “feast of reason” is not necessary, but a “flow of soul” is. Souls flow from hands and lips and eyes, and mingle in unrestrained communion.

Experiences are exchanged, new acquaintances are formed, old friendships are revived. Sympathy is sought and given. Fresh strength and hope and vigor are instilled into all hearts, and when the festivities are over, and the pulse of busy life beats low far in the night, how many teachers say in the silence of happy, contented hearts—Long may our Annual Institutes flourish in the land, and the blessings of Reunion be afforded us!

The Schoolmistresses sent out to Oregon by Gov. Slade, of Vermont, were to pay a fine of \$500 if they married under one year. Most of them paid the fine.—Exch.

**ADAPTIVENESS AND SINCERITY ELEMENTS OF THE
TEACHER'S CHARACTER.***

BY W. H. VENABLE.

The Teacher's out-of-school life associates him with many kinds of people and under various circumstances. He must be armed at all points for all modes of social warfare, for our whole life is a kind of social contest, friendly or otherwise.

The teacher must combat all sorts of dissatisfaction, false notions and tendencies. He must drive out misapprehensions, conquer prejudices, and fortify himself with friendly hearts. To this end he must employ regiments of expedients and all the artillery of address, and make his attacks at proper times and from the right directions.

He needs adaptiveness. He must identify himself with common interests. Teachers are often unpopular in the country from the very causes that render them favorites in town and city. The rural districts are shy of a new-comer. They make no advances. The school-master is expected to speak first. Fortunate for him if he has adaptiveness. He shall soon see and enjoy the glory of country life. He shall soon know the mysteries of barn and field, cellar and garden, orchard and wood. Happy for him if he can lead in athletic sports and is initiated in the arts of fishing, shooting, running, riding, swimming and skating. Pleasant for him if he can botanize, climb trees, cut jumping-ropes, construct bows and kites.

He must talk, too, to all kinds of folks,—whimsical old ladies, and garrulous men. He must read the war news aloud, do sums for the farmers, speak on the Fourth of July, be President of the Lyceum, and make a friend of every body.

Is there anything unworthy in thus adapting ourselves to circumstances and people? The Great Teacher, whose humble imitators I pray that we may be, was upon a level with the rude and lowly and yet without a peer. Though he was "all things to all men," yet was he consistent throughout, blameless, perfect.

There is a kind of adaptiveness that is unprincipled. It is unscrupulous, and seeks to please only through selfish motives. It is, simply, despicable. The teacher needs sincerity—above all, Truth. In the parlor, in the school-room, in the church, in the store, in the market, on the street—Truth. In every relation of life, in every

* Part of an Address delivered before the S. W. Normal School, Lebanon O.

assica. We forget that the traveler or the native enjoying the shade of the date-palm or the plantain, and feasting on their delicious fruits, knows not how soon he will be fanned by the poisonous Simoon, or how soon the withering harmattan will crisp the luxuriant growth of leaves that protect him from the burning rays of the sun. And if he gets a few hours of rest, during the day, beneath his balmy shade, his night's repose is destroyed by the torments of poisonous insects. We forget that while he is admiring the beautiful plumage of the feathery tribe, beneath his feet lurk the venomous spider and the deadly scorpion.

The ruins of *Herculaneum* and *Pompeii* give us the blackest picture of the sad and desolating effects of volcanic action, yet the same mountains that occasionally spit forth their fiery breath, or cause cities to be swallowed up by the earthquake, afford a secure shelter from the chilling blast of the north, or the burning winds of the south. They condense the vapors of the atmosphere and send rain down to fertilize the valley below, or feed the streams that flow from their sides, on to the ocean.

The coral reefs, that silently rise from the bottom of the ocean, have ever been the terror of navigation; and many a proud ship, with her gallant crew, has found a watery grave on the summit of an ocean mountain. Yet perhaps the same ring of coral encloses the lagoon which forms, for the wary mariner, a safe harbor in the heart of the wild ocean.

Again, the long and unbroken coast line of the southern continent affords few maritime advantages; but we see stretching across the same continent the vast navigable rivers, *Orinoco*, *Amazon*, and *La Plata*.

The changes of climate experienced in passing from the torrid zone to the frigid, demand different kinds of food; and accordingly we find that within the tropics, where a vegetable diet is most grateful and most conducive to health, nature supplies, in the greatest abundance, the most valuable productions. In the temperate regions, where we need a little more stimulating diet, animal food is found more abundant, and the grains and fruits afford plentiful and wholesome nutriment. As we approach the polar regions grains gradually disappear, and animal food becomes more and more exclusively used, until we reach the habitations of the *Esquimaux*, among whom bread and fruits are unknown. Without the counteracting influence of animal heat which is supported by the fat of animal food, the

cold of these regions would be insufferable ; while the same food in the equatorial regions would be extremely nauseating, and the heat produced by such stimulating diet would be insupportable.

Throughout the whole range of science we discover striking illustrations of this beautiful law. Thus, if a blood-vessel be severed, the surrounding inosculation immediately enlarge, and the blood flows on in its living channels as though its course had not been interrupted. And if by accident any of the senses become impaired or destroyed, the others become correspondingly active:—the sense of feeling, in cases of blindness, often becoming so acute as to distinguish colors with great accuracy. So we may, with impunity, abuse ourselves to almost any extent in one direction, provided on the other hand we observe other necessary conditions to secure health.

This beautiful principle will be more fully appreciated when we reflect on the numerous conditions of men which compel them to neglect or violate some of the fundamental principles of health, who yet, by the observance of the rest, are permitted to enjoy all the comforts usually allotted to others.

Again we see a peculiarity in the mental constitutions of men adapting them to all the characteristics of the different climates. The love of home which thrills the patriot's breast, blinds him to the beauties of other climes, and to the disadvantages of his own.

"Every good his native wilds impart,
Imprints the patriot passion on his heart.

* * * * *

The shuddering tenant of the frigid zone,
Boldly proclaims that happiest spot his own;
Extols the treasures of his stormy seas,
And his long nights of revelry and ease;
The naked negro, panting at the line,
Boasts of his golden sands and palmy wine,
Basks in the glare or stems the tepid wave,
And thanks his gods for all the good they gave.
Such is the patriot's boast, where'er we roam,
His first, best country ever is at home."

Thus it is, whether we examine the workmanship of our own bodies, or the more intricate workings of the mind, we see the same divine principle stamping its impress on the soul. And when we turn to external nature, whether we are on the raging ocean or among the mountains and valleys of the continents, whether on the burning wastes of the torrid zone, or in the cold, bleak regions of polar desolation, the same beneficent law is seen establishing equilibrium in the great scale of Justice.

THE TEACHER AS HE FIGURES IN LITERATURE.

If it is true that the songs of a people determine its characteristics, it is no less true that the character of a people determines its songs. A writer who would be acceptable must be true to nature as manifested in the people for whom he writes, or as they may readily conceive it to be manifested. Hence the successful novelist or poet is the true expositor of the manners of a nation, as well as of their modes of thinking and their style of thought.

Since the introduction of letters, the customs of all times and all classes of society have been left on record; and Literature, which preserves these, has, among them, perpetuated the memory of the Teacher. If it does him injustice by preserving only his eccentricities and failings, still whatever it does preserve, is acknowledged to be characteristic.

The professional teacher is not frequently described. This is probably owing to the fact that novelists generally begin their stories with the *debut* of their heroes and heroines, only prefacing a few remarks about pedigree and possessions. All of the dreamy, hazy, indefinite wonderings of childhood are unrecorded. Dickens is a remarkable exception to this general rule. He not unfrequently begins with his hero when he is a little, red, fisty fellow, whose eyes look nowhere and see nothing; who cries without knowing wherefore, and sleeps when that wherefore is satisfied. Hence Dickens has described nurses and governesses, ushers and head-masters, Mr. Feeder and Dr. Blimber. Mr. Feeder, who wears his hair in bristles, as though he were terrified or at least astonished at the doctor's learning; Dr. Blimber, who always expresses his opinion in such a manner as to preclude the possibility of any one's thinking differently, and to dispose of the subject finally.

Little Paul Dombey's preceptress, "Mrs. Pipchin, was a remarkably ill-favored, ill-conditioned old lady, of a stooping figure, and a mottled face like bad marble, a hook nose, and a hard gray eye that looked as if it might have been hammered on an anvil without sustaining any injury. * * * She was generally spoken of as a great manager of children, and the secret of her management was, to give them everything they didn't like, and nothing that they did; which was found to sweeten their dispositions very much."

Yet she was kind, too, in her way, and succeeded in attaching little Paul to herself in a very slight degree.

We recognize, at once, the honest-hearted old gentleman who gave direction to our budding intellect, in Thomas Gradgrind, sir, who appeared to the children before him "as a kind of cannon, loaded to the muzzle with facts, and prepared to blow them clean out of the region of childhood at the first discharge." Mr. Squeers, who was so unmerciful upon poor Smike—as indeed upon every little wretch whom he once got to the "Hall"—represents, thank heaven, a very small proportion of those who have engaged in the profession of teaching. He is one of those brutal wretches, who, if he had been a drayman, would have beaten his horse; a master—would have tortured his slaves; a jailor—would have starved his prisoners; but being a schoolmaster, he inflicted all of these things upon his unhappy little victims.

Dickens says: "Mr. Squeers' appearance was not prepossessing; he had but one eye, while the popular prejudice runs in favor of two. The eye he had was unquestionably useful, but decidedly not ornamental, being of a greenish gray, and in shape resembling the fan-light of a street door. The blank side of his face was much wrinkled and puckered up, which gave a very sinister appearance, especially when he smiled, at which time it bordered closely on the villainous. His hair was very flat and shiny save at the ends, where it was brushed stiffly up from a low protruding forehead, which assorted well with his harsh voice and coarse manner. * * He wore a white neckerchief, with long ends, and a suit of scholastic black, but his coat sleeves being a great deal too long, and his trousers a great deal too short, he appeared ill at ease in his clothes, as if he were in a perpetual state of astonishment at finding himself so respectable."

His school, which for the most part was made up of abandoned children, or such as had step-fathers or mothers, or were deformed and unsightly, was a sorry spectacle. "Pale, haggard faces; children with the countenances of old men; deformities, with irons upon their limbs; boys of stunted growth, and others whose long meagre legs would hardly bear their stooping bodies, all crowded on the view together. There were the bleared eye, the hair lip, the crooked foot, and every ugliness or distortion that told of unnatural aversion conceived by parents for their offspring, or of young lives, which, from the earliest dawn of infancy, had been one horrible endurance of

cruelty and neglect ; there were little faces which should have been handsome, darkened by the scowl of sullen, dogged suffering: there was childhood, with the light of its eye quenched, its beauty gone, and its helplessness alone remaining."

Such was the school of Squeers, in the far-off *Dothy Hall*, where parent or friend never came, and where his sovereignty was undisputed. Such the children, whose cries, failing to move his heart to pity, ascended up—up—until they reached the Throne of God, and were heard ; and a judgment overtook the miserable tyrant in his old age, but the retribution was no less sure for being tardy.

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Practical Teaching.*W*

A. R. BENTON, EDITOR.

SCHOOL-MANAGEMENT.—No 5.

The article immediately preceding this in our Serial, was devoted to some suggestions with respect to the classification of scholars in the organization of a school. We have insisted that this classification should not be left to chance or the caprice of the scholar, but should be in accordance with some well-matured plan of the teacher. He should not only systematize the operations of the first day, but also all the exercises of the school-room. This is made necessary on account of economy of time, efficiency of instruction, and its moral effect.

The time of a teacher is the property of his patrons, and he is expected to expend it most judiciously in the work he has undertaken to perform. Hence the conscientious teacher will wisely consider how he may accomplish the greatest good for the greatest number in his allotted time.

To effect this, nothing will aid him so much as a proper grading into classes; and in this way he can be impartial in the distribution of his time.

Moreover, efficiency of instruction will be greatly promoted by classification. The enthusiasm of the teacher can never be thoroughly aroused, except in presence of a class; and nothing tends more to the healthy mental excitement of the pupil than the rivalries of a class. Take away emulation, and one of the most powerful incentives is gone. Competition here as elsewhere is the life of business.

Besides, the moral effect of a wise organization is no unimportant consideration.

A nice and well adjusted system will command respect for the ability of the teacher, and this will give weight to all that he says. When system is wanting there will be listlessness and inattention, because the scholar knows not what, or when his task is to be done, and the natural sequence will be, a resort to coercion in order to secure what might have been gained by tact and method. In such a case the teacher supplements his deficiencies with the rod, and seeks to gain by imperiousness and force what should have been a natural resultant of rational methods.

Hence we would repeat that no man can conduct a school with the best results without a well matured and well executed plan.

In the last number we brought the operation of school to the close of the first day, which in many respects has its peculiar labors. By the investigations of this day, the proficiency and wants of each scholar are

in a great measure made known, and prepare the way for a permanent system.

In the arrangement of a permanent system, two things must especially command the attention of the teacher: first, uniform order of class recitation, and, secondly, a method of government.

Under the head of Recitation we may mention, the time when a given recitation will occur, and its length, and also the time and length of a general exercise.

Under the head of Government will be comprised recess, interruptions, receiving excuses, and correction.

To arrange all this in good working order will require skill and executive ability. The importance of the work just outlined will justify me in treating the matter somewhat at length.

By the examination of the first day, having found the right place for every scholar, the next work will be to apportion the time of teaching with justice to each class. To each Reading class perhaps fifteen minutes will be allowed; to the whole school in Writing, fifteen minutes; to the class in Geography, twenty minutes; to the Grammar classes, twenty-five minutes each; to the classes in Arithmetic, one twenty, one twenty-five, and the other thirty minutes; and so the time will be allotted to each class according to its size, the difficulty of the work, and the need of explanation.

The time should be distributed so as to consume the whole day, due allowance being made for recess and interruptions. After adjusting these details, this scheme should be drawn off legibly on a card, and posted in the school-room until all become familiar with the method for each day.

This method looks to having everything in its time and place, and then the teacher will never be overwhelmed with a rush of business, never confused in his efforts to get through the day, nor bewildered in a "Comedy of Errors." From the scholars this will take away all excuses for negligence and want of preparation, for the length and time of recitation will be fully known. Such a plan shows to the scholar that there is something to be done, and the precise amount in a given time. And thus it will be apparent that you design to instruct rather than to rule, to guide rather than enforce.

Having thus arranged a plan for instruction, the next is the method of Government.

In the proper government of a school, regard must be had first to quietness, secondly to the comfort of scholars, and thirdly to correction.

To secure the necessary *quietness*, all whispering and leaving of seats during the time of recitation should be strictly forbidden. This should be the time of study for those not engaged in recitation. And to enforce this prohibition, let it be clearly stated to the school, what is the loss of time and the embarrassment, when permission is asked at all times to

leave the room, or seat, or to whisper to the nearest neighbor. To obviate the difficulty of enforcing such restriction, give, at the close of every recitation, two, three, or five minutes, for leaving seats quietly, consulting the teacher, and communicating with other scholars. With such a liberal arrangement reasonable scholars will be satisfied, and time will be economized.

To promote the comfort of the scholars, provision must be made for recess. This should not equally divide the Morning and Evening Sessions, but should if possible come about an hour before the close of each session. The time of its duration should not be less than ten minutes for each sex, and in the meantime the teacher may explain difficulties, mend pens, draw diagrams, or contribute something to the improvement of his school. During the time of recess care should be taken to ventilate thoroughly the room, by opening the door and windows.

The last thing for which provision is to be made in organization, is correction. How correction is to be administered does not now come within our limits. But we would insist, as with regard to everything else pertaining to school, that correction should have its own allotted time.

For many reasons, detention at the close of school seems to be the most appropriate time, because detention itself is an infliction, and no time will be found so free from intrusion, when an earnest remonstrance or reproof must be employed.

Mathematical Department.

DANIEL KIRKWOOD, EDITOR.

PROBLEM No. 216.—By

Supposing the sum of a certain principal and its amount at compound interest for two years to be \$2102.50, and that the amount of the same principal, at the same compound rate, in four years, is \$1215.50625; what is the principal? and the rate per annum?

SOLUTION.—By JAMES F. ROBERSON.

Let p be the principal, and r the rate per cent.; then $1+r=x$ will be the amount of one dollar for one year, or x^2 and x^4 for two and four years; hence we have

$$\begin{aligned} p + px^2 &= 2102.50 \\ px^4 &= 1215.50625 \end{aligned}$$

Eliminating p , we get by transposing and dividing,

$$x^4 - \frac{48.62025}{84.1} x^2 = \frac{48.62025}{84.1},$$

solving this equation we get

$$x = 1 + r = 1.05, \text{ hence } r = .05, \text{ and } p = \$1000.$$

PROBLEM No. 217.

What is the general equation of condition to which the rectangular co-ordinates of a point in the circumference of an ellipse must conform, so that lines drawn from it to the foci shall form with each other a right angle?

SOLUTION.—BY JAMES F. ROBERSON.

Let r and r' be the lines drawn to the foci, and $2c$ the distance between the foci; then from Analytical Geometry we get the equation

$$r^2 + r'^2 = 2(x^2 + y^2 + c^2);$$

but in order that the angle between r and r' shall be a right angle, we must have

$$r^2 + r'^2 = 2(x^2 + y^2 + c^2) = 4c^2, \text{ hence} \\ x^2 + y^2 = c^2 = A^2 - B^2 \text{ is the equation of condition.}$$

PROBLEM No. 218.

Given $x^2 - \frac{2}{x} = 3$, to find x by quadratics.

SOLUTION.—BY JAMES F. ROBERSON.

Transposing and multiplying by x , we get $x^3 - 3x - 2 = 0$;

whence $x^4 - 3x^2 - 2x - 2(x^3 - 3x - 2) = 0$, or

$$x^4 - 2x^3 - 3x^2 + 4x + 4 = 0,$$

adding $+x^2$ and $-x^2$ to this last we have

$$x^4 - 2x^3 + x^2 - 4x^2 + 4x + 4 = 0, \text{ or,}$$

$$(x^2 - x)^2 - 4(x^2 - x) = -4, \text{ which is a quadratic,}$$

and x is readily found equal to 2.

PROBLEM No. 220.

A gentleman has 11 garments, worth \$66, consisting of coats at \$12, pantaloons at \$5, hats at \$4, and vests at \$2. How many has he of each?

SOLUTION.—BY JAMES F. ROBERSON.

Let x , y , z , and u be the number of garments of each kind. Then we have

$$x + y + z + u = 11,$$

$$12x + 5y + 4z + 2u = 66;$$

eliminating u we get

$$10x + 3y + 2z = 44, \text{ whence } x = 4 + \frac{4-3y-2z}{10},$$

but since x is a positive integral number, $\frac{4-3y-2z}{10}$ must be a negative

whole number which we will represent by n , hence $4-3y-2z = -10n$,

or $x + \frac{3}{2}y = 5n + 2$; putting $n = 1$, we readily find by inspection
 $x = 1$, $y = 4$, which gives $z = 3$ and $u = 3$.

PROBLEM No. 222.

Suppose 8 men, A, B, C, D, E, F, G, H, all start from the same point. A travels North 4 miles; B, North 45° East, 5 miles; C, East, 6 miles; D, South 45° East, 7 miles; E, South, 8 miles; F, South 45° West, 9 miles; G, West, 10 miles; H, North 45° West, 11 miles. After each has arrived at these respective distances from the starting point, in the given directions, required the distance from each man to each other.

SOLUTION.—BY JAMES F. ROBERSON.

From any point draw 8 indefinite lines, so as to form 8 angles of 45° each, from a convenient scale measure the distances, 4, 5, 6, &c., successively on the lines, join each joint with all the others by drawing lines, and we will thus form a system of triangles. Having constructed the figure, all that is necessary to find any required line is the solution of a triangle in which the two sides and included angle are given.



Resident Editor's Department.

[For the Indiana School Journal.]

THE GREAT COMET OF 1861.

This comet, briefly noticed in our last, continued visible to the naked eye till the 11th of August. Its elements, as calculated from the earlier observations, are nearly as follows:

Passage of the perihelion, - - - - -	1861, June 11.
Perihelion distance, - - - - -	78,000,000 miles.
Longitude of the Perihelion, - - - - -	249 degrees.
Longitude of ascending Node, - - - - -	279 "
Inclination, - - - - -	86 "

Motion Direct.

These elements are so dissimilar to those of all other known comets, as to justify the conclusion that this is the first recorded appearance. Its period has not been ascertained, nor has it been certainly determined whether it moves in an elliptic orbit.

The comet was in conjunction with the sun about the 28th of June, at which time a portion of the earth's orbit was included within its train. Mr. Bond, of the Cambridge Observatory, says the earth barely escaped

a passage through the cometic matter; and Mr. Hind, of England, thinks it not improbable that such a transit was actually made. About that time a peculiar luminosity, resembling the aurora, was observed in the northern heavens. Mr. Hind, who witnessed the phenomena, suggests that it may have been due to the comet's train.

It is sometimes asked, *What effect would be produced on the atmosphere of the earth by its passage through the tail of a comet?* To this interesting question astronomers are not prepared to give a definite answer. When we consider, however, the extreme tenuity of such cometic matter, it seems probable that the effect would be wholly insensible. As bearing upon this question it may here be remarked that the fall of cosmical matter from the planetary spaces is a well established fact.. Meteoric stones and shooting stars are now universally regarded as of extra-terrestrial origin. Of the latter it has been calculated that several millions enter the earth's atmosphere every day; while at particular epochs—those, for instance, of August and November—the numbers are such as to justify the designation of *meteoric showers*. Now as these phenomena have not been observed to produce any effect on our atmosphere, it seems unlikely that any sensible disturbance would result from an immersion in the tail of a comet.

D. K.

NEW YORK CORRESPONDENCE.

BUFFALO, N. Y., Aug. 7, 1861.

FRIEND EDITOR:—

The New York State Teachers' Association, which has just held its "Annual Meeting" at Watertown, has not been without its usual practical results. The attendance was large considering the excitement of the times, and an earnestness manifested on the part of those whose hearts are in the work, which is decidedly commendable.

The "Programme" embraced Reports any one of which was deserving the undivided attention of the Association for its entire session. The Report on "Adaptation of Means to prevent Unnecessary Changes of Text-Books in our Public Schools," was discussed with spirit; still it could get only an imperfect airing in the short time allotted it for consideration. The dominant sentiment seemed to be that the text-book matter should be left open as now, and its regulation based upon public opinion as created by teacher, patron and book-maker.

The Report on the best means of "Raising the Money now raised by Rate Bill," was a paper embracing that grand idea of Free Schools, advocating the only rational doctrine that the property of a State should

educate the children of the State. Slowly but ultimately, these liberal and enlightened truths will make their way into the hearts of the people.

The Report on "Equal Motives to Equal Education," elicited much discussion, and brought out what is not indicated in the wording of the report, that the motives should be the same presented to boys and girls alike—in fine to all sexes and color. The report was laid upon the table. It was not without its merits, though in opposition to received opinion.

The Address by Dr. Fisher, President of Hamilton College, was a fine production; scholarly, able and practical. Subject—"The Relation of the School to the College," and conversely. The fame and success of the college graduate are entirely dependent upon the thoroughness of the Public School. The benefits of both are reciprocal and reflective, and cannot be separated.

The Report on Phonetic Teaching was one of the most important of the session. This contemplates an entire change in primary instruction. It received some little opposition from the conservative element of the Association, led by the Principal of our Normal School, but still it had a large number of friends. The teacher who nobly discharges his duty in the department of Phonics, is well prepared to adopt the system of Phonetics. The former has to do with the sounds of the letters as they are now taught, the latter has a system of notation where a character represents each sound in the language. One of the most prominent of its benefits is, the purity and distinctness of utterance attained by the pupil.

The Report on "Number of School Hours," engaged a large share of attention. The resolutions appended to the report were variously amended, so that the original were hardly cognizable. Their substance was shorter sessions and longer recesses, and changed according to the age of the child.

The Address on "Object Lesson Teaching," by N. A. Calkins, was worthy the head and heart of its author, and opened a new and ample field for interesting the mind of the young learner in the difficult task of acquiring elementary knowledge. The entire process of Primary instruction is destined to be changed, and those of us who are inclined in the least to oppose, will soon find ourselves so far in the rear as to lose sight entirely of the onward "Reforms" of this stirring age.

The Address of P. A. Chadbourne, Professor of Natural History in Bowdoin and Williams Colleges, on the "Relations of Natural History to Education," was replete with truths, hints, and sharp hits, all telling with clear effect for the profit of the teacher. We need but to open our eyes and unclothe all the avenues of our senses, to know and feel the near relation of Natural History to Education; and this method of instruction should come first, as it appeals directly to the senses, these common highways to the throne of reason and judgement.

The "Report on Course of Instruction for Primary Schools" was an admirable one, and in the regular order of exercises, seemed to combine all that had been presented by former reports and addresses. Indeed it only confirms what I have said of the complete revolution of Primary Instruction: the instituting of a system of life for the present death-method; one that appeals to the mind of the child at once, since it can almost lay its hands upon every object presented.

Last, though not inferior, was the Address of Dr. Thomas Hill, President of Antioch College. Subject, "The True Order of Studies." The theme and its logic were above the appreciation of the audience; not from the want of capacity, but from the novelty and strangeness of the doctrines presented. But we still move, and not far in the future will the true light shine and a general illumination spread throughout the land.

The Association then proceeded to elect its officers. James Cruikshank, of Albany, was elected President; Samuel Slade, of Buffalo, N. A. Calkins, of New York, G. S. Farnham, of Syracuse, and A. J. Mudge, of Rochester, were elected Vice Presidents; D. H. Cochrane, of Albany, Corresponding Secretary; A. H. Clapp, of Onondago, and G. H. Stowits, of Buffalo, Recording Secretaries; and T. H. Cole, of Troy, Treasurer.

Thus close the sixteenth annual meeting of the N. Y. S. T. A. The time of next meeting will be 31st July, 1862; place not determined.

G. H. S.

REPORT OF MARION COUNTY TEACHERS' INSTITUTE.

The second annual session of this Institute was held at Oakland, commencing July 15th, 1861, and continued in session two weeks, under the direction of G. W. Hoss, President. Many who became members last year were present at the opening to exchange greetings with their fellow-teachers.

The Institute at once organized, and all went earnestly to work. Classes were formed and successfully taught during the entire session in Primary Reading, Elocution, Mental and Written Arithmetic, Algebra, Eng. Grammar, Rhetoric, Penmanship and Physiology. Methods of teaching Spelling, Geography and Analysis of English Words, were presented.

Instructors—G. W. Hoss, Emma Catterson, G. W. Stanley, J. W. Hervey, E. G. Martin, and C. Smith. Others also gave their methods of teaching different branches.

Three evening lectures were delivered. The first by the Superintendent of Public Instruction. The Superintendent is one of the muster-spirits of the State, a scholar, a gentleman, and a *live* teacher. The subject

of Common Schools, and duties of Parent, Teacher and Pupil, were presented in a manner worthy the times and the occasion. It was hinted that this was one of our worthy Superintendent's best efforts.

The second lecture was by R. T. Brown, of N. W. Chr. University, on the evening of the 19th. This lecture we did not hear, but we are informed that his subject, "Teacher," was ably treated, extempore. He commenced with the old Irish teacher, to whom he made many humorous allusions, and whose predecessor he sketched in the character of the Yankee Schoolmaster, of whom Washington Irving's famous "Ichabod Crane" was the prototype, and closed by combatting in his able and eloquent style, the popular error, that greatness consists in political instruction; assuming the laudable position that true greatness consists in being good and doing good.

The third and last public lecture was by G. W. Hoss, on the 24th.—Subject, "Music." At an early hour the M. E. Church was literally packed by an appreciative, interested audience. We can only say of the lecture that it was music of itself—full of poetic and beautiful periods; read in the Professor's accustomed good style. This was one of his best efforts.

In addition to the above, Mr. H. delivered lectures each afternoon before the Institute on Modes of Teaching. These were eminently practical and instructive.

The last afternoon was spent in passing resolutions, electing officers, &c. The following are the resolutions adopted:—

RESOLVED. That the teachers of this Institute render their grateful thanks to the Board of County Commissioners for their timely appropriation of \$30 to this Institute; and that we recommend their action to the Boards of other counties.

RESOLVED. That in Prof. G. W. Hoss we recognize the able teacher, the scholar, and the true gentleman; and that we return to him our sincere thanks for the able, kind and courteous manner in which he has presided during the present session, and that we take great pleasure in recommending him to the favorable consideration of those desiring to hold Institutes.

RESOLVED. That the members in attendance at our last Institute, who have volunteered their services in the defense of our country, are hereby declared members of the Institute, that their initiation fees be paid from the treasury of the Institute, and that they have our warmest sympathies and regard for their patriotic devotion to the Union.

RESOLVED. That we hereby tender our thanks to Dr. J. W. Hervey for his instructive and entertaining lecture on Physiology and Hygiene.

RESOLVED. That we hereby tender our thanks to the citizens of Oakland and vicinity, for the courtesies and hospitalities extended to the members of the Institute during its session.

—To the above resolves may I add another, not adopted in words it is true, yet legible in the face of every teacher present, namely—That no labor of ours shall be spared to place our country—and that, too, speedily—in her proper place in the noble cause of popular education.—Sec.

The officers elected for the ensuing year are—President, G. W. Hoss; Vice Presidents, J. W. Hervey, E. G. Martin; Treasurer, G. W. Stanley; Secretary, Cyrus Smith.

It was unanimously agreed to hold the next session at Mt. Jackson.

A social Reunion was held on the last evening, and the house was entirely too small for the attendance. It was a pleasant occasion, and will long be remembered by those who enjoyed it. Sentiments, responses, recitations, declamations, essays, songs &c., were the order of the evening, until a late hour. Just before the adjournment of the meeting two of the last year's members, who had just returned from Virginia, members of the 8th Regiment I. V. M., entered the room in their dusty uniforms, and were received with a hearty welcome. "E. Pluribus Unum" was sung, after which one of the soldiers responded to a call for a speech. During his remarks we saw the tears trickling down the cheeks of many. He said Virginia was almost destitute of school-houses, and he attributes the present difficulties in part to their lack of information.

At a very late hour the Institute adjourned, after a pleasant and profitable session of two weeks. The Institute was well attended during the entire session, and remarkably harmonious and enthusiastic. Its benefits will be felt wherever the influence of its members may extend.

G. W. HOSS.

CYRUS SMITH, Sec'y.

Sup't.

HANCOCK TEACHERS' INSTITUTE.

The Hancock Institute met, pursuant to adjournment, at Cleveland. Notwithstanding the excitement of the times, many teachers were present, and a good interest manifested.

Prof. Hoss opened the session with prayer and a few appropriate remarks. Classes were then organized, and the work commenced. The teacher of Elocution being absent, Mr. Hoss conducted the exercise, and in such a manner as to convince us that he had made it a study.

On the second day Mr. E. M. Butler was present, and took charge of the class. Mr. B. is a fine practical elocutionist, and is well acquainted with the science of Gymnastics.

Among the most interesting branches discussed, were Physiology, by Dr. A. R. Bundy, of Cleveland; Rhetoric and Composition, by G. W. Hoss, of Indianapolis. The principal topic was which is the most successful method of teaching these branches, and more especially to young beginners.

On Tuesday night G. W. Hoss lectured with fine effect to a large audience on the subject of Physical Education.

On Wednesday night E. M. Butler and Mr. Hunt gave a highly entertaining exercise in Gymnastics, showing the advantage of a knowledge of this science in calling all the muscles into action.

Thursday evening D. S. Welling lectured on Physiology in our Common Schools, showing the practical utility of an early knowledge of this subject, in preventing disease, and promoting and maintaining a healthy physical and mental development. His lecture was well received.

Mr. C. Smith, of Indianapolis, advocated the more general introduction of Music into our common schools, as an agreeable and harmonizing agent in discipline and mental culture, and offered a resolution to this effect, which was unanimously adopted.

But we will not particularize in a popular report; suffice it to say a growing interest was manifested during the entire session.

The following officers were elected for the ensuing year: President, E. M. Butler; Vice Presidents, M. V. Chapman and J. E. Earles; Secretary, A. V. Sample; Treasurer, A. E. Sample. Editors were also elected to conduct an Educational Department in the county paper.

After a social reunion on Friday night, at which toasts were read and responded to, the session adjourned, all delighted with having spent a pleasant and profitable week at an Institute. Just previous to adjournment the following, offered by Mr. Bedgood, was adopted:

Resolved, That we, the citizens of Cleveland and vicinity, having been happily, intellectually and beneficially entertained, tender to the teachers and members of the Institute our cordial thanks.

M. V. CHAPMAN, Pres't.

RICHARD FROST, Sec'y.

JENNINGS COUNTY INSTITUTE.

This Institute was organized on the 30th of July and continued in session three weeks, under the direction of Mr. J. Hurty. Classes were taught in various branches, and evening lectures delivered by the Superintendent and others.

The members of the Institute determined to organize a Quarterly Institute, and adopted a constitution and elected officers. The officers are, Sup't, J. Stephens; Asst. Sup't, H. R. Weeks; Sec'y, Townsend Cope; Executive Committee, J. H. Waters, Alice Armstrong, and E. Hambleton. The organization is called the "Jennings Educational Institute."

The secretary sends us a very meager report of the meeting at Butler-ville. It was certainly of more importance to have had published an abstract of the various exercises and addresses than a lengthy preamble and constitution of a quarterly institute, which accompanies the report; the more so, as we learn that the session was an interesting and profitable one. Mr. Hurty is doing a good work in southern Indiana.

An Institute has been held at Bloomington, Monroe county, under the superintendence of Mr. Cole. We shall probably have a report.

The Institute at Spring Hill, Decatur Co., held a session of one week, and was very successful. No report yet.

[Communicated.]

SCHOOLS IN MARION COUNTY.

DEAR JOURNAL:—One month ago it seemed that the war had so completely engaged public attention that our schools were entirely forgotten; but the day is brightening, our school year is nigh unto commencement, and we are glad to learn that in a majority of the townships schools will be opened, either public or private, as early as the first or middle of September.

In most cases the people have selected good school officers, equal to the times and emergencies. There seems, as far as I can learn, but little disposition to lower the wages of teachers; but patrons and trustees are making a demand, which I trust they will closely adhere to, and that is, a demand for practical and experienced teachers. They say, give us such teachers, and we are willing to pay them; we say make the demand and adhere to it, and you will get them; and as every cause has its effect, you will have good schools in every district in the county.

Indianapolis, August 26, 1861.

C. S.

CITY SCHOOLS.—Private schools have opened in most of the wards, under competent and skillful teachers. Mr. Bronson retains tue 5th Ward, Mr. Craig the 8th. Miss Merrill has a select school in the 1st Ward, and Miss Aldine one in the 3d. We are not apprised of the others.

It is not yet determined whether there will be any free schools this winter.

PRONOUNCING DICTIONARIES AGAIN.—The *Mass. Teacher* for July contains the reply of W. H. Wells to the article upon this subject which appeared in the May number of that Journal, and which reviewed a former article by Mr. W. in the *New York World*.

In our July No. we mentioned this "review," and virtually endorsed the views contained therein, without, however, having examined the article reviewed, as the objections appeared to be so well taken, and accorded so nearly with our own pre-formed opinion on the subject—that a notation to indicate the distinctive quality of every vowel would have a tendency to unduly increase their quantity in vocalization, and would be so complex as to perplex more than assist the inquirer. Since, we have read all the articles written by Mr. Wells upon this subject and are free to acknowledge that, if not in error, we were, at least, rather hasty in our condemnation.

We still think the objections have not *all* been fully met, yet the prom-

inent difficulties have been so far removed, and the necessity for better aids in pronunciation so conclusively demonstrated, that a new effort or an acknowledgement is due from the objector.

The subject is an important one, and is attracting the attention of eminent educators. If its agitation, so happily commenced by Mr. Wells, shall result in relieving our orthoepy of some of its many difficulties, and in presenting a system in which the inexperienced teacher and the pupil cannot so easily go astray, we shall have much to be thankful for.

We shall present both the articles published in the *Mass. Teacher* as soon as we can command the space.

H. H. Y.

INSTITUTES—FALL SCHOOLS—SCHOOLS IN THE SOUTH—OUR DUTY.—While our armies are battling with the enemies of our country, another contest is being vigorously carried on in Indiana. It is the contest with the legions of ignorance. The campaign of *Institutes* has been a brilliant and successful one. Notwithstanding the disturbed condition of the public mind, the consequent depression in almost every branch of business, and the diversion of attention from everything but the one absorbing and painful question of war, we believe more and better Institutes have been held in our State than in any previous year.

Some districts have held several institutes, and we hope before vacation closes to hear that every district has held at least one institute. These are the means by which the profession is to be improved and made efficient, and the elevation of the school goes with that of the teacher.

—Nor have the schools been forgotten. Already the work has commenced, and before we issue another number the fall campaign will have been fairly commenced. Vacation has afforded the necessary rest from mental toil, and teacher and pupils are prepared for vigorous work. See to it, parents, that you have good teachers for your three hundred thousand children attending primary schools. If the schools to be taught this fall and winter are placed in competent hands, what an amount of good they may accomplish! We have been crippled in our resources all the years of our history, yet the friends of education have not relaxed their exertions. Recent legislation has removed many obstacles and provided better means; let increased efficiency attest the utility of the new system.

"Free Schools are the armament of a State, and the foe of despotism, ignorance and crime." "That which makes a good government must keep it, viz., men of wisdom and virtue; qualities that, because they descend not with worldly inheritance, must be carefully propagated by a virtuous education of youth."

—If this is true, how lamentable the present condition and future pros-

pect of the Southern section of our Union. Freedom of speech is gone, freedom of the press is gone, and now *general* education is not to be tolerated. The school fund is seized and appropriated to arm the rebellion. The schools are nearly all ruined, and the few that continue are kept up by the most disreputable means—such as the announcement by teachers that “they will carefully indoctrinate their pupils in the principals of secession,” that “the boys and girls shall read secession speeches, receive secession counsels, sing secession songs, and unite in secession prayers.”

Though secession is the proximate cause of these things, there is a deeper cause, of which secession itself is only the fruit. It can allow no word spoken which breathes of liberty. Popular ignorance is essential to its existence. A free press and free schools are the instruments for its destruction; and though they even be perverted to teaching “secession sentiments, songs and prayers,” the discipline and play of thought which they impart will still reveal the great truth that the hand is almost valueless without the brain—that the toiling hand can accomplish little separated from the educated mind. And hence we are not surprised that schools should be the first to be forgotten, and that their funds should be absorbed to pay the expenses of military measures, and appropriated to sustain a rebellion against the patron and defender of the cause of universal education. Hence we are not surprised that northern teachers are driven away, and that clergymen, who fail to vindicate the southern revolution, appear among us, refugees from Secessiondom.

—Let the American teacher inculcate in the hearts of his pupils the true patriot passion—a love for our liberal form of government, a desire to maintain our institutions in purity, a regard for the rights of all men, for eternal Truth and Justice.

H. H. Y.

To the Editor of the Indiana School Journal:

GENTLEMEN—I cannot too heartily thank you for the kind notice you take of my specimen pamphlet, precursor to “Nature and the Bible have One Author,” in your valuable and interesting Journal.

Permit me, however, to correct what seems to be a misapprehension on your part. You give me the title of Rev., to which I am not entitled by the rules of my division of christians. I have no prejudice against that or any other properly bestowed or well deserved title, but lest your readers should entertain fictitious ideas in respect to the position of the author of the work you notice, I think best to say I am not a clergyman.

As it is not unlikely that some of your readers might wish to know what *clergymen* say of my work, I ask leave to extract a few words from an eminent source, and quite as impartial and sensible an opinion as any

I could select from among those that have expressed themselves:

"I should suppose that any man of moderate intellect like my own, must be convinced that the mind which gave birth to your work, was endowed with a very rare power of reflection, analysis and illustration. But your views are too ORIGINAL to be accepted by theologians. You know that I, as a bishop of the Protestant Episcopal Church, must be of course, pledged to a system, and you would not expect me to adopt or recommend to others, any thing which is not in accordance with it. The very fact, therefore, which has led me to regard your work as an extraordinary proof of original thought and a peculiar kind of ability, would be a conclusive reason why I could not undertake to adopt it. I shall always be ready to praise its general object, its depth and ingenuity, and shall do so, but I can do no more.

Your practical difficulty, in the question of pecuniary gains, lies in this, according to my humble judgment: The religious world will find objections to your ORIGINALITY and lack of what they are accustomed to regard as orthodox teachings. The irreligious (to whom I cheerfully believe it would be useful), will take no interest in demonstrations to which their habits and inclinations are opposed, while both will object to the depth and dryness which are the inevitable accompaniments of such a profound discussion. I shall be glad to learn that in this I am altogether mistaken."

I requested him, as I have others, to point out to me wherein I have assumed false positions, made erroneous assertions, or arrived at untenable conclusions, and why, that I may be able to see the truth for the sake of the truth; and this request is extended to every one who may read the 48 pages now published, which all who desire can have on application.

WASHINGTON, Mason Co., Ky.
August 17, 1861.

JOHN S. WILLIAMS.

NORTH-WESTERN CHRISTIAN UNIVERSITY.

At a recent meeting of the Board of Directors of the University, a partial reconstruction of the Faculty was made. According to their late arrangement the Faculty is composed as follows:—

A. R. BENTON, A. M., *President.*

PROFESSOR OF ETHICS AND GREEK.

S. K. HOSHOUR, A. M.

PROFESSOR OF MODERN LANGUAGES AND LATIN.

G. W. HOSS, A. M.

PROFESSOR OF MATHEMATICS.

R. T. BROWN, A. M.

PROFESSOR OF NATURAL SCIENCE.

The Preparatory will be under the charge of an efficient instructor.

The University will open Wednesday, September 18th.

For further particulars address the President, or any member of the Faculty.

"Two of the Teachers" is the subject of an article sent us for publication. We have not room for it at present,—will give it attention soon.

THE ATLANTIC MONTHLY, LADIES' REPOSITORY, HARPER'S MAGAZINE, and other publications for September are on our table. They are all excellent numbers, and deserve a better acknowledgement than this. We shall reserve more space for notices next month.

THE
Indiana School Journal:

INDIANAPOLIS, OCTOBER, 1861.

VOL. VI. J. BRUMBACK, Editor for this Month. NO. 10.

LAW IN THE DISTRIBUTION OF INTELLECT.

Political economists state the fact that in physical production the supply is always equal to the demand. They trace this law through all the departments of human labor. It is our province to discover the existence and character of the law which governs the distribution of intellect—to demonstrate that trying times have never been wanting in their needed champions—to prove that the world's thinkers and benefactors have only appeared and acted when they were demanded, and when humanity was prepared to receive them; in fine, to show that intellect and genius are distributed to the world in harmony with the law of supply and demand. The principle sought here is enrolled in comparative obscurity. The researches of economists throw no light on our pathway. Discrimination will be requisite to trace its operation through the realm of mind; for the laws which govern the intellectual world are ever, to human ken, clothed in some uncertainty. But investigation, we are confident, will disclose clear evidence of the existence and working of this law throughout history. To place this principle on a broad, true basis, to give this law its legitimate origin, two cardinal truths shall be assumed.

1st. That God reigns, directs continually human affairs, presides over the destinies of nations and individuals. "He is seen," says a learned historian, "in those grand manifestations, those great men, those mighty nations, which start as it were from the dust of the earth, and communicate a fresh impulse, a new form and destiny to the human race." The evidence of this truth has been accumulating as the world has progressed, until it has become one of the great historical axioms of modern times. The historian who does

not recognize it as such fails to comprehend the greatness of his mission, fails to draw the correct inference from the unnumbered facts of the past, and to teach the proper lessons to contemporaries and posterity. He hath eyes and seeth not, mind and understandeth not, who fails to recognize, amid the march of events, a God, a ruling Providence, a "Destiny that shapes our ends." This truth admitted, we state

2nd, That God works through laws. Laws in their most comprehensive sense are but the fixed modes in which God works. When we enter the intellectual world, we find that he, there as everywhere else, acts with regularity and uniformity. A law demonstrated there, as truly evidences God's doings, reveals the operations of his hands, as does the plainest physical law. The question then, for our determination may be plainly stated. Is there any law regulating the distribution of intellect? We affirm that in the world of mind, system prevails; that intellect is distributed to the world in accordance with the law of supply and demand. The proof of this law is derived from various sources.

I. It conforms to the general order of things. It harmonizes with what is found everywhere around us. There is a unity of arrangement, a harmony of parts displayed in the universe, which no thoughtful observing man can fail to have noticed. There is not a want but has its corresponding object, not a desire but finds its appropriate gratification, not a demand but sooner or later has its full supply. The internal has been beautifully arranged and adapted to the external. This law seems universal in its application to the physical world. Intellect is the Archimedian lever which is elevating society, is moving the world. Shall not law govern this motive power when we find it regulating the less potent agencies, operating in less important departments? Would analogy not rather teach that the same principle should prevail here, and the gifts of intellect be bestowed as the times and interests of humanity demanded? The established order of things in the other departments of our world, then, speaks clearly and forcibly in favor of the law we are investigating.

II. The operation of this principle alone meets the demands of the law of progress. The whole tendency of mankind has ever been progressive. The first and great work of every age is developed. Like an unborn principle this has remained effective from generation to generation, giving to nations, communities and individ-

uals whatever of healthy life and action they have manifested. That the world has progressed, is now progressing, and ever will be progressive has become an axiom in history. But the fact of progress is not more evident than the manner. Not only is abstract progress required, but law demands that it should be uniform ; that each age should contribute its allotted share. This principle for its greatest efficiency requires that intellect should be distributed to the world in harmony with the law of supply and demand. For true and legitimate progress, two conditions are requisite. First, a world or an age conscious of its needs and fully prepared for reform. Second, men of intellect, competent and ready to give energy and direction to the great movement, and cause it to work out the best interests of humanity. To render an age conscious of its needs and prepare it for change, time and the operation of many agencies are requisite. The revelations of experience, the developments of thinking, the promptings of imagination, all combine to render mankind sensible of the higher position to which they can attain, of the greater elevation of which they are susceptible. It is only when these deficiencies are perceived, these wants felt that the second condition is fulfilled. There arises a desire, a demand for men who shall mark out the path of progress ; men of intellect and discrimination who shall devise systems appropriate to the necessities of the times ; men of nerve and resolution, who shall guide, direct and push onward the great movement when inaugurated. To progress in any correct sense both of these conditions are requisite. The relation must be intimate. Unite them and progress is inevitable. Separate them and it is impossible. Disunited you have a world conscious of its needs, yet longing and looking in vain for its deliverer. You have an age sinking back into inactivity and indifference, because the men who should be instrumental in arousing its energies and directing its footsteps into higher paths of intelligence and morality appear not when all things are ready. You have men wasting their intellect and energy upon an unappreciative age, an age whose eyes are closed to the perception of its own wants. You have men of excellent genius and worth, sensitive to the down trodden condition of humanity and conscious of its higher destiny, and yet laboring fruitlessly in the great cause of reform, because humanity unprepared lends not to them the necessary co-operation. There must be an adaptation both in time and place between the character and necessities of an age, and the intellect and thinking of the man. A Newton

could not have performed the work nor filled the place of a Luther ; nor a Cavour that of a Garibaldi. Omnipotent when in their appointed place, they would be powerless when attempting the work of another. [By what law shall this be regulated? By what means accomplished more successfully and thoroughly than by the law of supply and demand? By this alone can the essential conditions of progress be fulfilled. The probability of the existence and working of this law in the intellectual world, nowhere, we think, finds a clearer demonstration than from the necessities of progress.

III. But again, that there should be such a law regulating the distribution of intellect is evidenced by the testimony of men. The sentiments of mankind regarding this provision, as we gather them from various sources, are certainly entitled to great weight and respect. They give the common sense view of humanity concerning a fact of which their observation has made them competent judges. Mankind have everywhere by their actions manifested a belief in this as a ruling principle. They have been confident because of their faith in a destiny. Whether it be an intelligent one or not we pretend not to determine. The simple fact is all we desire. Humanity is ever hopeful; amid the gloomiest seasons she looks confidently up, expecting light to break in and darkness to disappear. In the greatest crisis in her history she has seldom faltered in her steps, or wavered in her faith. Her belief that the deliverer would appear, that the man for the times would stand forth at the appointed hour, has been firm and unwavering. He who analyzes the sentiments of mankind will find this idea pervading universally the public mind. Confirming this still farther, these opinions have been recorded and stand forth prominently in history. In the deliberate thinking of retirement, in the privacy of their studies, scholars have recognized men as men for the times, and have sent forth their volumes clearly stamped with this thought. All through history are men spoken of as having been raised up just when they were needed, when their destined work was ready to be entered upon. They were born and brought upon the stage of action only when the world was ready and anxiously waiting to receive them. When the interests of humanity demanded them, they appeared; no sooner, no later. These opinions so universal and so clearly expressed are either the opinions of the historian, drawn from a comprehensive opinion of human life and action, or they are the sentiments of the people, the outgoing of popular belief and feeling revealing themselves through their history.

Whether the one or the other ; whether popular sentiment or careful historic opinions, their testimony is equally conclusive. Add to this the testimony of individuals themselves, and our proof becomes complete. Every man who has been "maxuma pars," in the history of humanity, who has made his influence felt upon progress, has been a firm believer in a necessity, a destiny, or a providence which controlled his life. All such men have felt that they were not their own, that they were born for such a work, to accomplish such a mission, toward which they must bend every energy. Their path might be through danger and difficulty, their mission be one of toil and responsibility, but they were ruled by a constraining principle, by a power independent of their own wills which impelled them to act and thus to fulfill the object of their being. There has not lived a great man who has not felt his destiny strong within him, commanding and directing all his powers. A firm belief in his destiny was the secret of the strength and success of the elder Napoleon. The great reformers of the sixteenth century, felt that they were born to fill a place in history—that they had a work to do and from it they could not shrink—that they had truths to reveal, and reforms to preach and they dared not be silent. They felt the wants and heard the demands of desponding humanity, and were conscious that it was their mission to answer those calls and labor for human elevation. They labored confidently, earnestly believing with Carlyle that "Every man is immortal till his work is done." Thus we have order, regularity, law in the distribution of intellect, confirmed alike and equally by the current testimony of mankind, and by the consciousness of the actors themselves.

IV. The argument thus far has shown the necessity as well as plausibility, of a general law governing the world of mind. To determine the fact as revealed in history and experience, shall constitute our next inquiry. Every age has its great crisis, its critical juncture of affairs. These occur when great and conflicting interests of humanity meet and are to be settled ; when questions, to which as ages circled away new conditions were added, until they became enlarged into all-absorbing issues, demand solution ; or when great progressive movements were culminating. Every generation has had to meet the vital questions. Every nation has experienced the profound importance of such trying times. Sometimes these great questions can be settled peaceably at the ballot box, in the study, or in the cabinet. Sometimes they must be met and decided on the tented

field, and thousands must lay down their lives for their vindication and establishment. For meeting the world's wants at such times, no ordinary men are demanded ; but those whose intellects are fully equal to the greatness of their times, whose minds can grasp with readiness and vigor the important problems presented for solution. No fact is more clearly demonstrated by history than this, that in such trying times the world has never been forsaken, humanity has never been left behind to plunge into error, nor undirected to obstruct the march of progress. Great occasions have never been wanting in great champions, nor revolutionary times in commanding leading spirits. Momentous crises have ever found sovereign minds, which have controlled them, and constrained them to work out the best interests of humanity. These great men who spring from society at appointed epochs, who display a strength and activity beyond the ordinary limits of humanity, and around whom, as around a superior and mysterious power, nations and individuals unhesitatingly gather, are manifestations of this law, controlled by the hand of mighty law-giver. The greater the demand the greater has always been the supply. The more vital and important to progress the time, the more profound and resolute the intellect, which recognizes that period as the occasion, and that place as the theater of its labor. Ages, times, occasions of themselves are powerless to make great men. Yet true it is, that by a well ordered law, intellect is supplied alone in obedience to their call, in compliance with their demands. A gifted man has not been born whose work has not been born with him. It is a striking fact that the world's great men have ever lived in memorable times, when stirring events were transpiring, when important missions were to be entered upon, and works and labors engaged in corresponding to their powers and inclinations. There has been an entire correspondence between the world without, and the world within. The gifts of intellect have not been scattered indiscriminately regardless of times, necessities and demands. Has the pioneer and votary of science arisen here, when the moral world was agitated and moving, and demanding a champion of its rights? Would the religious reformer, the seeker after spirituality appear amidst the trembling of thrones, and the tottering of governments, when the clear reason and comprehensive intellect of the statesman alone is needed? Such is not history. Knox appeared when Knox was needed. Cromwell when Cromwell was needed. The interests of religion called forth the one, the interests of the State the other.

The whole tenor and teaching of reason then, is that there is order, system in the distribution of intellect to the world, that it is supplied alone in accordance with the interests and demands of humanity.

J. W. GRUBBS.

THE COMMON SCHOOL AS RELATED TO THE ACADEMY AND COLLEGE.

6

In order to understand the relation of the common school, to the academy and college, it is proper first to know the position occupied by each, in the scheme of an education. The common school we understand to include all from the first beginnings of school training, up to a knowledge more or less complete of Geography, Arithmetic Eng. Grammar, and perhaps the elements of Algebra and Natural Philosophy &c., all these things being taught in our common schools. The academy coming down to embrace in its proper character, the higher branches taught in the common school, is presumed to fit its pupils for entering directly the regular classes of college, having put them through the elementary works of Algebra, Philosophy, and English Analysis, &c., together with from one to two years training in the Dead Languages. Such being required in the course of instruction at present generally adopted.

The college proper embraces the instruction given from this point onward, to the completion of a course and graduation. In this western country, where the systems of training are in comparatively an imperfect state, these distinctions are not strictly adhered to. While the common school sometimes leaps over into the work of the academy, the academy comes down into much that properly belongs to the common school, and sometimes also embraces much that belongs to the college course.

Having thus defined the different divisions of our system of instruction, the whole work may with some propriety be compared to the rearing of an edifice, in which the common school training occupies the place of the foundation, that of the academy the lower rooms, and that of the college the next higher. A peculiarity of this building is that it is never completed, at least if it be, the owner is much to be pitied; all the way to the skies is open for the learner to build in, and the higher his building rises the more delectable become his views, and the more effective his machinery for moving to some purpose the affairs of society and the world.

From what has now been said it will readily occur that in many respects the common school occupies the most important position of all in the system.

In the first place, it begins the work, here as has been stated, the

foundation is laid, and on the character of this foundation depends the success or failure of all that is attempted in the other departments. If it be hay or stubble, vain will be the attempt to build a permanent structure thereon. To illustrate what I understand by a stubble foundation. Only the most general facts or principles are taught, as the letters and words for reading, without regard to punctuation, tones, inflection, emphasis, &c. Geography is delivered and received in songs. Grammar is taught by itinerants of modern days who propose to teach more grammar in a dozen or so lessons, than pupils can learn by honest hard study in from one to two years. This is the kind of school training I would designate as stubble foundation.

Again, the foundation must be broad. A school which teaches only reading, writing and ciphering, and these on the narrowest principles, will fail entirely in accomplishing its appropriate part in the work of training mind. While it is true the youthful mind may become distracted by crowding in too much, and that which is only remotely connected with the daily studies, everything about the room and everything transpiring in the neighborhood may be made to suggest at a proper time, some important practical lesson; such as will draw out the mind and cause it to think on its own responsibility, and for its own gratification, and this is of first importance in all training. By thus teaching the child to draw lessons of instruction from everything around him you will call into exercise, and strengthen the various faculties of the mind as observation, reason, judgment, &c., which if left to themselves to lie dormant until the youth has entered college, or the higher academy, will be aroused by nothing short of thunder and lightning, and these must be applied repeatedly, for a long time, ere the sleeping power cannot be moved.

Then if the number of branches taught in the common school be so limited, when the pupil is ushered into a higher department where something else is to be studied, it is very much like attempting to build a wall in the air, commencing five or six feet above ground. This is not an imaginary case as some teachers have cause from sad experience to know. In the academy, or college preparatory, a class commences for instance the study of Latin; it being taken for granted that the English Grammar is understood, at least its general principles. Many things in common to the two languages are passed over in silence. After a time translating is commenced, and those frequently posted pass on nicely, while the others swamp immediately,

are helped out and swamp again, and so swamp along for two or three terms, it may be, and then break down discouraged and disgusted. Instead of a Latin scholar, only a little pile of Latin rubbish heaped in the pupil's fuddled head remains as a monument of his hard and discouraging toil.

Further, this foundation must be put up or down with some skill at systematic arrangement. As it would be difficult to rear an edifice on a foundation of solid stone, if unhewn and thrown together without order; so a common school education which consists of crude materials thrown together in the form of truths, without reference to form or connection will be found a bad foundation on which to rear the superstructure of a high school or college education.

Great pains must be had in systematizing and arranging in the pupil's mind principles in the order of their connections, otherwise they will be liable to be ever and anon falling out, or if retained, will be never at hand, just at the time and place needed.

A second reason why the common school occupies the most important position in our system of education, is that the great mass of its pupils never go beyond it, in their pursuit of knowledge. Here training, so far as regular instructions are concerned, begins and ends. Of all the 495,000 pupils who were found parts of last year in the common schools of our State, I should guess not more than 50,000 will enter our academies and college preparatory departments; and of these probably not more than 2,500 will ever enter the regular college classes, while of this number probably less than 1,000 will graduate. So here appears a rapid decrease with each step upward, and with each lower department rests the responsibility of educating the larger mass. Of the 495,000 common school children, 450,000 will probably become common school men and women, meaning that their instruction terminates with the common school. These will take their places to exert an influence in society, to rule the nation by their judgments and decisions, to regulate the standard of morals and religion, to build the various institutions, and make the various organizations designed to benefit or curse themselves, and with them the few who have enjoyed better privileges, and most important of all to be the fathers and mothers of the children who are to be the men and women hereafter. Hence it is vitally important that the common school training should embrace as thorough a mental discipline as possible and also a wide range of sub-

jects. In order to acquit themselves well of these important truths, it is highly necessary that their education should embrace a knowledge of Physiology and Hygiene, a thorough training of their moral and religious natures, a perfect acquaintance with our language, not only as exhibited in rules and observations, but as applied to practice in the use of the pen and tongue. The importance of English composition and the ready and correct use of language in conversation and speaking, are not yet, by any means comprehended by our teachers and parents. Exercises of this kind afford the best means of any employed for mental training, for producing self-reliant thinking, which is more needed than any acquired knowledge whatever, to those who go forth to be men among men. It is sometimes remarked with truth, that our people in politics, for instance, have no mind of their own, but have their thinking done for them by politicians. Now this results in a great measure, from the fact that in all their education, they were not taught to think self-reliantly, but simply, that this was proper, and that not, because others said so. Were greater pains taken in making our youth independent thinkers, our nation, I fancy, would soon exhibit a much wiser and purer government, and be much less subject to civil discord than it is now. This leads us to remark further that the common school training in a country like this, ought to embrace an acquaintance with the country in all its departments; as its geography, history, government, resources of wealth, and their location, the character of the people in different sections, and the biography briefly given, of its distinguished men.

BARNETT WALLACE.

POPULAR OPINION.

To speak in popular phrase we should say that Popular Opinion is the great motive power of society, swaying it this way and that, for better or for worse, according to the abstract or ultimate impulse that prompts, and the force of circumstances of the age that elaborates it.

When Lycurgus reduced the nominal value of the superior metals and then established an iron currency, popular opinion, however much it might have been shocked at the idea, soon smiled upon even this inversion of natural principles; and the people, though not al-

together satisfied, felt that they might as well be out of the world as out of the fashion, and soon conformed to the change.

Let a native of our refined and enlightened country deck himself in rings, skins and feathers, representing outwardly all the brute world that is represented in his inward nature, paint his face with harsh and hideous images and glaring colors, and parade our street, and he would be arrested ; but let an army of Indians pass through our land, or dwell among us, with their grotesque manners and mystic orgies, and that which was disgusting and frightful in a single individual is looked upon as quaint and cunning and rather pretty. Popular opinion dictates the adoption, the imitative powers of the people are brought into requisition, and a portion at least of that which was ludicrous and revolting, is interblended with our fashions.

If a king or queen or other royal and conspicuous personage be afflicted with a malformation, the uncouth member is encased in a new garment which conceals the defect. Immediately the world of fashion is frantic after this new dress, which is perhaps out of all symmetrical proportion, and a burlesque upon the laws of taste, because it is "such a love of a thing."

Now these evidences of the distortion of the tastes or rather fancies of the people are continually exhibited in our fashions, and generally from the most absurd and trifling causes; and are generally imputed to popular opinion, and to humor the fancy for the moment we have started out with this proposition.

Some writer has said, and we indorse it, that "Popular Opinion is a fool," and perhaps we might go a little farther and say it is a chimaera or myth and does not exist, for the world at large has no opinion, and the evidences cited above besides many more that are not cited, show that it is the opinion of *one person* only, or at least of the few, from whom these fashions and customs spring and the masses accept and practice this opinion, because it is popular; and these opinions are liable to be correct or ludicrous according to the fancy of the originator.

When we consider how apt and willing the world is to adopt the freaks and fancies of the few, it is somewhat singular that the good and the wise and the true do not take advantage of this elasticity of the human mind, and engender and promulgate fashions in ethics and esthetics. The higher order of intelligences, well knowing that,

"Education forms the common mind,"

are sadly at fault in not getting up a taste and a rage in the world

at large for the useful and the beautiful, and thereby cultivate the eye, the ear and the hand in all branches of use and beauty. But some urge that herein is a counter principle involved, for, as refinement runs up on one side, its antagonism, degradation, runs down the other. This is a principle to be sure, but it is also an evidence that so much more is the need of checking this downward tendency.

It is true that everything will have its level; but this trueism does not imply that the level may not as well be a high as a low one; for be the fountain ever so high, the pond or basin below will reach that high level if it be walled around.

Our schools have adopted systems of education in public, and there is no lack of energy on the part of teachers; but it is the fireside after all where we get that education that makes the man good or bad—that develops the tender nature into the fine and noble man or to the degraded and besotted beast; and when this *Popular Opinion* looks upon the fireside as the great school room where we *may* either graduate as dolts and dunces, to wear out the hours of our life in groveling drudgery; or by the exercise of our powers in the departments of beauty, usefulness and refinement, fulfill our true mission on earth, then will society be able to engender and distribute the means for its elevation, and a more elegant state of refinement will be the result.

P. F. R.

POPULAR EDUCATION IN ENGLAND.

A late No. of the Edinburgh Review contains an elaborate article on popular education in England; from which we propose to condense a few facts and inferences for the benefit of the readers of the *Journal*.

Royal commission of seven individuals, of whom four were selected from the statesmen, and three from the Universities, were appointed to inquire into the state of popular education in England. Their investigations extended to the agricultural, manufacturing, mining, maritime, and metropolitan districts, and even to Germany, France, Switzerland and Holland. They embody the result of their inquiries in six large octavo volumes. The commission itself divided on the question, whether the system of education now in force, should be progressively extended, or gradually diminished. According to the report, the number of individuals receiving instruction in England and Wales, in comparison with the population, is 1 in 7.7. In Prussia the ratio is as 1 to 6.27; in Holland, 1 to

8.11; in France, 1 to 9.00. These figures indicate that about as large a proportion of children are attending school as can be expected. In Prussia, where the attendance is compulsory, the ratio is but little greater. A rapid progress has been made during the present century, in the popular estimate of school advantages. In 1803, the number of children attending school, was but 524,241, or one in $17\frac{1}{2}$ of the whole population. In 1858 the number had arisen to 2,535,462, or 1 in 7.7.

The government appropriations, in various ways for education, amounted in 1859, to £836,920, nearly \$ 4,184,600. The income from endowments, school fees and subscriptions, amounted to £1,121,981, nearly \$5,609,905. The work of education in addition has been carried on to an almost equal extent by local and personal contributions, of which there are no accurate statistics. The annual expenditures for education in England and Wales, amount to somewhere between \$15,000,000 and \$20,000,000. This entire amount is not however, all employed in procuring tuition. It embraces the sums expended for building, for training teachers, and for administration.

It would appear from these statistics, that England is enjoying a system of education every way adequate to her wants. Yet the practical benefit is in no way commensurate with the extent of the outlay.

It is impossible from the details at our command to describe minutely the working of the English system of schools. We can, however, present a few of its general features. Two of its leading principles are to proportion public aid, to private subscription, and to leave the management of the schools, with the different religious denominations. Still farther, much of the details of every school is under the management of the committee of council. The result of these arrangements is to embarrass the committee with a mass of details, which it is impossible thoroughly to adjust.

The English school system, like most other systems pertaining to the English government, has grown by aggregation, and is wanting in completeness and harmony of parts.

Government aid is given to schools several ways. A system of capitation grants was entered upon, and applied first to the rural districts, but was afterward extended to towns and cities. This consists in allowing to every district, a sum corresponding to the number of children in actual attendance 176 days in the year at the rate of 6s per child. A grant was also made for books, the design of which was to furnish good school books at low prices. Books were furnished at less than their cost, the loss being paid by the government. Large sums were appropriated for building purposes. Large, neat school houses have arisen all over England.

Appropriations for the purpose of training teachers require a more extended notice. A sad deficiency had been experienced in the qualifica-

tions of teachers. This was attempted to be remedied by establishing training colleges; 34 of these institutions now dot England and Wales, containing on an average 2065 male and female students. The period of training is two years. Appropriations of £40 per year, are made for every student. 1500 trained teachers are thus annually supplied by the government. To supply these colleges with students, schools are allowed what are termed, pupil teachers. These individuals are received as assistants into the schools at the age of thirteen, and are supported by an appropriation of £15 to each from the government. They are required to pursue their studies and assist in teaching for a period of five years. At the close of this time, if capable of passing the required examination, they are admitted to the training colleges. After graduation, they are entitled to £20 per year, so long as they continue constant teachers in the government schools.

Such, in brief, is the educational system of England. Its results are far from being commensurate with the scale of expenditures. This may be attributed to several causes.

1. Those who are designed to be benefitted by the government schools, are the lower classes, the laboring population. The high price of the necessaries of life, and the low price of labor, enforce the most rigid economy! Every addition to a family, increases the expenditures. Necessity requires that every child, at as early an age as possible, should contribute toward the family income. Thus at an age, when with advantage the children could receive the rudiments of an education, they commence their life-toil. Upon an average, except those who become pupil teachers, children do not attend school beyond their eleventh year.

2. Thoroughly educated men are not suitable for primary teachers. The range of their thinking unfits them for the drudgery of elementary teaching. Ordinarily the best teachers are those who are but slightly in advance of their pupils.

The investigations of the committee, have led to the discovery of three important principles of the greatest practical importance.

- I. That children learn as much, and as well when the school hours are restricted to four, or even three hours a day, as when they are extended to six, or seven hours. The limits of the attention and mental powers of children are soon reached—nothing but harm is done by attempting to go beyond them.

- II. That instruction can be conveyed with far greater facility and success in a well organized, large school than in a small one.

- III. That the introduction of a certain amount of drill exercise, has a most beneficial effect upon the moral and mental condition of the children, as well as on their discipline, and physical health, and bearing. Nothing tends so effectually, as precise regulated exercise, to shake off

that slovenliness, heaviness, and inattention, which are the bane of practical education.

If these principles cannot be said to have been discovered by the committee of investigation, they can at least be said to have been thoroughly established.

Several important lessons may be learned from the English schools, applicable to educational matters in this state.

1. The daily period of confinement to the school room should be diminished so as not to exceed three hours, except for the more advanced classes.

2. The size of the schools should be kept as large as possible. A rigid classification and subdivision of labor, will contribute both to economy and efficiency. The tendency in the country, is to divide and subdivide districts, until a school house is placed near every man's dwelling. It is better, far, that some of the children go a mile, or a mile and a half, or even two miles to school, than that districts be divided.

3. The efforts of the friends of education should never cease until the school fund is sufficient to maintain an efficient school in every district, town and city, during nine months in the year.

AN EXHIBITION IN A FRENCH SCHOOL.

*Extract from a German Journal of Education.**

We entered a hall crowded to suffocation. Ladies in theater dress sat before us, gentlemen filled the passages. On a platform which extended across the hall were chairs for the rector, teachers, magistrates and priests, while long tables, covered with countless books for premiums, stood on both sides. Before the steps of the platforms the scholars were ranged. The walls were ornamented with flowers, in the back-ground the French Eagle with many tri-color flags.

A burst of music announced the entrance of rector and teachers, and amid clapping of hands the Faculty ascended the platform. The music ceased. A Professor made a long address in which he extolled the civilization of France, its warlike deeds and its fame. He urged the necessity of attention to the Greek classics, which part of a young man's education is incredibly neglected, and naturally closed with praise of the French name with the echo of which the whole earth is filled. A storm of applause attended the speaker to his seat.

* Translated for the Indiana School Journal.

The Rector next rose and dealt even more liberally in praise. He praised the institution, praised the teachers, praised the performances of the teachers, and likewise closed with an offering of incense to the Baal of French vanity.

The presenting of prizes now began. The two first prizes were medallions. The names of the fortunate pupils were read aloud and they ascended the platform during the flourish of trumpets and the violent clapping of the hands of their companions. The Rector placed a laurel crown upon their heads, kissed each one three times, and delivered the prizes. The modest youths took of their crowns, bowed and returned to their places, where their mothers greeted them with a storm of kisses and praises.

The next step in the ceremonies was the giving of the prizes which consisted in books, and which were bestowed in single departments. The preceding scene was repeated except that the Rector yielded the crowning and kissing to appropriate teachers.

Now followed the second prizes, and among six classes were divided between two and three hundred medallions and books, just as many laurel crowns, and thousands of kisses. The poor music was obliged to strike in each time with its flourish, and the eager youth who each, at least among the six hundred second prizes, expected to hear his own name, with the enthusiastic clapping of hands. Pupils with eight laurel crowns on their arms and a pack of eight gilt-edged books strode past us with a mien which said plainly as words, "Only an emperor or a pope is fit to walk by our side!"

If to the prizes given on this occasion we reckon that at Easter there are fifty more bestowed on each class, on an average every scholar receives annually one and a half full prizes and four second; so that each scholar, if not for his own deserts, still, at least for his parents' sake, sips a spoonful of the broth of fame.

Is it any wonder that the French are the vainest of people when they thus train their children to vanity; when ambition is the only impulse to study and to the fulfillment of duty; when, for example, upon the Boulevards of Paris great handbills are posted announcing a ball in honor of children six years old who have received prizes, and who are each to be crowned on entering the hall? Is it any wonder if this youth bursts with self-consciousness and satisfaction, especially as in no circumstance corporeal punishment is ever allowed? Is it any wonder that in the highest families children, if denied a request, may be heard calling their parents old, hateful people who at last would have to lie under the earth, and if their disobedience cries toward heaven?

If some part of the refractoriness of French children may be ascribed to the hot southern blood, it is still certain that in no other European country are children so disobedient and impudent, and that he who goes

from a French into an English or German school feels as if he had left stubborn bucks for gentle lambs.

If a stranger visits a family all the prizes which the children have received, second best included, are recounted. Once a young person whom I saw for the first time was introduced to me as "Monsieur N. M., a distinguished scholar who has already received so and so many prizes, &c."

It is well known how even the industrial classes in France cannot exist without the encouragement of premiums. . . . And what is the ground of this pollution of the source of trade? Certainly no other than the preposterous education which nourishes nothing more carefully than vanity and ambition.

SCHOOL HOUSE AND GROUNDS.

TREES.

We propose a few thoughts under the above caption, running, perhaps, through two or three articles. As above indicated, we notice first, Trees.

Being at first a little general in our remarks, nothing pertaining, or rather not pertaining, to the school house in this State, strikes one more forcibly than the almost universal absence of trees. Go into even the ~~older and wealthier neighborhoods~~, where school houses have been up ten or twenty years, and generally, in place of cool and inviting retreats, you find the school house in some forsaken corner, or on some bald point, graseless, flowerless, *treeless*. Indeed this want of trees seems general, attaching itself to the farm house very much as to the school house.

Some years ago, a farmer friend of mine spent three thousand dollars in building a large and commodious house. Seven years after, I visited him in this house, and there it stood with a bold front and unbroken outline, not a shrub or leaf obstructing or softening the view. Indeed could the house have uttered the obvious language of appearance, it would have said, 'Here I am, behold me. My owner has carefully kept away every tree, that passers-by may see this, his new house.

Such might honestly be the language of a heavy per cent. of our dwelling houses, and a heavier per cent. of our school houses.

This is singular. Indeed it is often said, why is it? Is the taste of our people so sadly deficient? I believe not. I believe rather, that finding, in the early settling of this country, the tree to be their greatest barrier, they came at length to regard it as a natural enemy. Hence decreed the same fate for it as for the rattle snake and porcupine, namely, *extermination*. And hence true to this decree, the first thing in building a house, is to fell every tree and grub every shrub in the proposed yard. Then

nobly pursuing the let-alone policy, the yard remains in statu quo, unless perchance some stray sprout ventures through the ground, when the children are either permitted or taught to trample it down. But trees in some sections, already growing scarce, it seems time that this exterminating, or tree-hating process was stopped.

Let us stay the axe a moment, and consider what is a tree. Yes, what is a tree? A tree is "a thing of beauty," if not forever, as long as it buds, blooms and vegetates into a soft green foliage, robing itself in royal apparel as if to attend and grace the coronation of the "Queen of May." "Airy and delicate in its youth, luxuriant and majestic in its prime, venerable and picturesque in its old age, it constitutes in its various sizes and developments, the greatest charm and beauty of the earth." With almost mathematical precision, it marks the change of season, giving significance and variety to the same. In Spring, when the earth puts on her livery of green, the trees bud and bloom, unsealing a new page in the volume of nature. In Summer, they stretch their pendent boughs, festooning nature's temple with their luxuriant garlands, murmuring out in the passing breeze, an unwritten music that touches the heart. In autumn, when over their leaves steals first a light yellow, then tints deeper golden, then various and ever varying tinges of gold, crimson and orange, till the whole forest seems an aerial kaleidoscope,

Reflecting the various hues and tints and dyes,
That flock and streak and gem the sunset skies.

And in winter, like so many mute but eloquent sentinels, they stand with their bare trunks and leafless branches, pointing heavenward, to that mysterious source of life and growth and beauty.

Fellow teachers, we have perhaps said enough to call your attention to trees generally, but we ask your attention to trees in school house yards specially. It is presumed that you have often felt, perhaps said, that you greatly prefer the school house, other things equal, whose yard is nicely shaded and adorned with healthy trees. The opposite was strongly said to me by a young teacher in the hot days of August: says she "I love my school dearly, but it makes me sick to think of that bare yard and hot room with the sun pouring upon it from five in the morning till seven in the evening."

Yes, you say we want trees, but how shall we get them? In this is contained the central idea, hence we will answer plainly as possible.

1. Talk to your Director on this subject, talking him into the spirit if possible, offering to assist in procuring and planting trees.
2. If you fail here, which is not improbable, proceed straight on. Talk to your students about green swards, neat walks and cool shades, in other words talk them up to the sticking point, then propose a Friday afternoon's holiday to go into the woods to dig trees. (If parents are likely to object, take Saturday.) Then properly provided with implements, let

each student dig his tree, or each couple or group as you may have determined. This tree is to be planted, owned and cared for by said student or group of students, thus securing not only a guardianship for the tree, but an interest on the part of the students. You will have taken the precaution of searching out the trees before hand, so that time may not be lost by the whole party.

3. You will be careful to select trees exposed to the sun, such as are found in old deadenings, or about farms, otherwise the life of the tree is endangered by the transition from shade to sun.

4. As to kinds; this being largely a matter of taste, we will name but few; the Cottonwood and Sycamore are rapid growers; the Elm, white or bitter, is graceful; the Maple, symmetric; the Walnut (black,) Ash, Mulberry, &c., will add to the variety. Of cultivated trees, the Silver Leaf Poplar, is by far the most rapid grower in my knowledge, two years furnishing quite a good shade. This I have proved by trial.

5. Deciduous trees may be transplanted with about equal safety in fall or spring; after the falling of the leaves in one case, and before leaving in the other.

6. Roots should be cut at some distance from the stem, say from ten to twenty inches according to size of tree. Roots must not be allowed to dry before planting. If the tree is considerably large, branches should be trimmed somewhat to preserve equilibrium between roots and top.

7. And essential to growth and sometimes life of tree, dig large holes, say from two and a half to four feet in diameter, and eighteen or twenty inches in depth. Pulverize the soil, and for a vigorous growth, enrich it, throwing back into hole until the tree will stand at its original depth. Insert the tree, covering, and pouring in a bucket of water unless the ground is very wet.

It may be said these directions are minute; they are so intended, presenting a guide of such definiteness that even the inexperienced may at once go to work with hopes of success. Whoever will follow these even proximately, will seldom have a tree to die. And on the contrary, if he follows the too common method of cutting or bruising the roots off close to the stem, then digging a hole just large enough to receive the stub, then pounding in the dirt, in short treating it as he would a post, he may plant trees annually for ten years and at last be without shade. Now teachers, I know there is one objection underlying this whole subject, namely, he who *plants* will not likely stay to *reap* or to *enjoy*.

This is fact and deeply to be regretted, for the interest of the teachers and the schools demands more permanency. Allowing this to be fact, our policy still seems right. Grant that teacher A leaves this year what he planted last, he goes somewhere, and that to enjoy what teacher B, or somebody else planted, provided somebody else has taken part in this matter. So all may change, yet all enjoy, some applying that beautiful law

of compensation, or that nobler law of doing unto others as you would they should do unto you. Teachers, we be brethren, hence can, and should care one for another. Hence let the matter receive attention. Let trees be planted this fall or next spring, and five years hence Indiana will boast many a school house cosily nestled away, if not in the classic groves of academies, in the plain, yet pleasant groves of our native forest.

INDIANAPOLIS.

G. W. H.

[For the Indiana School Journal.

THE SCIENCE OF LANGUAGE.

I.

INTRODUCTORY.

W
MR. EDITOR:—Permit a pioneer on the banks of Jordan, in the 72d year of his age, through your useful publication, to bequeath to posterity a few of his thoughts, on the origin, importance and structure of vocal and written language. If it should so ensue that even a few ideas or only one idea, of real usefulness, shall be left on earth, that would otherwise be buried with him in the grave, it will be to him a sufficient compensation for his labor, appreciating as he does the principles of propagation, with which ideas, or truths, as such, are impressed by the Allwise, from whom descends every good and precious gift, and in whom there is neither change, variableness, nor shadow of turning.

As all things and their relations to each other descend or emanate from one center, seed, or point of divergence, so, as our language represents or may be made to represent all things and their relations to each other, it must also descend or emanate from the name or lingual representative of that One, that Center, source or seed of all things. And as all things descend or emanate from that one center or seed, in regular, scientific, or systematic order, so we may by looking narrowly and analytically into the subject, expect to find all language descending from the *name* of that One, Center, or seed in like regular, scientific, or systematic order.

Man being the best image or representative of the infinite Creator or center from whom all created things and their relations are, so the language of man, must be the best image or representative of all created things and their relations to each other; and also the development of language from man must be a fit representative of the development of created things from their source. We find also that in man who stands at the head of animated forms, a part, portion or apparatus which fitly represents the infinite resources of the Creator from which all things emanate, and that apparatus from which human language proceeds is the lungs,

which by its innumerable ramifications and air cells, is a fit symbol or representative of the infinitude of the Creator and multiplicity of His resources of development.

Vocal sound or oral language is produced by vibrations or motions of the air in its passage from the lungs (representing the infinite Creator) to the outer air, representing all finite existence. The air itself, which is thus put in motion, and the spirit of God that moved on the face of the waters for the development of creation, are both one word in that original language, which first represented creation by oral language. These vibrations of the atmosphere are further modified in their passage to the outer air by the organs of speech, as was the first motion of the spirit of God in the process of creation. So it might be said, that God spake creation into existence by the primary process, as man in his finite capacity speaks words into existence, and as that produced light and living forms, so this develops intelligence and invigorating truth and wisdom.

The more natural and healthful passage from the outer air for the breath to and from the lungs, is the nose, while the proper avenue of speech from the lungs to the outer air is the mouth, and to balance this, the nose is a secondary passage for vocal sounds. The larynx is a partition between the lungs and the atmosphere. It has an aperture capable of considerable dilation, contraction and entire obstruction. This is the prime organ of sound as the reed in a clarinet is of music, while the throat, cheeks, tonsils, tongue, mouth, teeth and lips, by their different motions, enlargements and contractions, serve as the keys of the clarinet to modulate the sound produced by the larynx. By successive enlargements of the larynx, with varying forces of air from the lungs, are produced various grades of vocal sounds, from the softest whisper up through all the degrees of speech, to the palsetto or scream.

The natural unmodulated human voice, or the sound that the air makes in issuing through the larynx, whether soft or forcible, is that sound which in written language is represented by *a* as heard in *man, fat, I am*. Close the mouth ever so near shut, or open it ever so wide, and the unmodulated voice is invariably that sound.

This is proof positive that the sound of *a* as heard in *man, I am, &c.*, is the fundamental voice of the human species. It is also confirmed by the fact that this is the only voice or sound that new born infants are capable of making! The instinctive cries of all infants before they can exercise any will of their own, is invariably that sound and no other. This is also true of the instinctive cries of the young of all beasts called *clean* in the Bible, and allowed to be offered in sacrifices by the Jews. These are all natural or instinctive sounds without the least motion of finite wills upon them. Instinctive sounds or movements are as naturally under the direction of unchangeable laws, as the roaring of a cataract, the whistling of the wind, and the growth of a tree. Hence we say emphat-

ically that the sound or voice now under consideration, is the natural voice of man and under the guidance of the laws of nature, which govern the forms and motions of the larynx, and the atmospheric air or breath.

As sheep represent, among animals, the Lord's true church among men, they never at any age utter any other sound, which when made by sheep addressed to their shepherd is to me the sweetest music! In this they most decidedly represent truly, the followers of Christ, who have no will or wish to depart from the line of His holy order or to follow any other leader. The reason that they sometimes utter something that seems to approach the sound of *b* or *m* in connection with the sound of *a* in *man*, will be told when we treat of the sounds of those letters.

That sound of *a* is the highest name by which the Creator is, through language, known to intelligent creatures. It is the sound or lingual representation of *Jehovah* that a little modified as in the *ma* of lambs, or *ba* of sheep, we have in *yah, jah, jam*, or rather, as in Ex. iii. 14, given to us as the name of the God of Israel. Of these variations we shall say more when we speak of the lingual representation of H.

As we propose to show that our language is based upon that fundamental sound which is the first and highest name of the Lord our God, so it will of course, follow that the utterances of all finite language which are the various forms and developments of that sacred name, that in an especial manner, it will be seen that all idle and vain use of language is the "taking of the name of God in vain," and of course "for every idle word that men shall speak they shall give an account." In our next number in treating of specific vocal sounds of which the English language is composed, we shall endeavor to illustrate the relations that other sounds stand in to that fundamental sound by its different modulations.

The vocal sounds of our language are generally classed into vowel and consonant sounds. The sounds that we shall designate as vowel, are those that are made or emitted with the mouth, the primary avenue of speech, *open*, and with the nose, the secondary avenue, *closed*. This is without an exception in good enunciation. Some persons who are so unfortunate as to have imperfect tonsils that imperfectly close the nose during utterance, invariably are said to speak through the nose, although a very small portion of the utterance escapes by that avenue. Let any one make any accurate vocal sound naturally, and then with his thumb and finger close the front nostrils and make it again, and he will find that there is not the slightest difference in the vowel sound.

Vowel sounds are the bases of all speech as they are of music. They are as the piers upon which a bridge stands, while the consonant sounds are the trappings that reach from pier to pier upon which the traveler passes. Hence the absolute necessity for at least one vowel sound to be the basis of each syllable of language, because the mouth must be opened at every step when the vowel sound escapes. More of these things when we treat of *utterance*, and most especially shall we treat of the science of language, in the classification and defining the different sorts of words and parts of speech, their different offices and relations to each other.

Your friend, JOHN S. WILLIAMS.

WASHINGTON, Ky. Sept. 11 1861.

Practical Teaching.

A. B. BENTON, EDITOR.

SCHOOL-MANAGEMENT.—No 6.

Having indicated very briefly in former numbers our idea of organizing a school, both in respect to the classification of scholars and to the distribution of time, in this paper I would invite the attention of teachers to the nature and method of a *General Exercise*.

It is the noblest office of the instructor to arouse the dormant powers of pupils, to set their mind abroad upon some question, closely connected with their studies, or upon matters that have come under their observation. In our Common Schools the range of subjects taught from books is limited indeed, and it will be the highest service for the students to open if possible a wider field for their investigations.

There is danger in the process of Education, that a mechanical habit will be induced by rules of authors and by routine. In order to avoid this and to encourage self-reliant thought, a general exercise will be found an important auxiliary.

By a general exercise, we mean, the attention of the whole school at some stated time in the day, both morning and afternoon for considering some important question proposed the day before for discussion.

This pre-supposes that the teacher is of an inquisitive mind and capable of directing an investigation. In selecting a subject for discussion, care should be taken that it be not too difficult for the younger portion of the school; or there may be two sections of school in view of their mental disparity. Above all let the exercise be conducted with spirit—no flagging or listlessness.

For those who are unused to such an exercise, we may be allowed to be more minute and specific, in suggesting a method of conducting it. Let it be announced the day before, that tomorrow, say at 10:15, be precise, that the subject for discussion will be the Rainbow; and by the way students should be allowed and encouraged to propose subjects, under the control of the teacher of course, who should admit nothing trivial or uninteresting.

At the appointed time all other business is suspended, the attention of every one required, and some one called upon to state all he knows of it, of shape, colors, size, position, number of bows, and the cause of these peculiarities, while all the others sit and criticise the performance. Taking up one point at a time, exhaust the knowledge of the whole school upon it, and interrogate all upon points omitted. In connection with this verbal explanation the teacher or pupil should show by diagrams, the order

of colors, that the bow must be a circle or a segment of one, that it must be opposite the sun from the spectator, and is enlarged, in proportion to the elevation of the spectator, or the depression of the sun. A moral may close the exercise. There is always a calm after a storm, light after darkness in the experience of human hearts; and give its history as a pledge of Divine favor in Providence.

Science, History, and Moral law, will always afford themes in abundance. Such is a meager outline of the nature and method of this exercise. Its uses in conducting the education of the young are various.

1st, It relieves the tedium of confinement and study.

2d, It cultivates the power of expression and reproducing thought—a work of the highest value to the student.

3d, It tends to rouse the latent powers of thought and to make it consecutive and concentrated.

4th, It imparts, in the course of a term, a great amount of useful, *practical* knowledge, especially to those who in human probability will be limited in their opportunities.

5th, It will inspire a love of investigation and open to the mind, veins of thought that will be richer than a California placer. In this way the most important truths of Agriculture, Meteorology, Geology and Natural History can be learned more as a recreation than a hardship of study.

6th, In this way the minds of the families in the district will be excited and interested.

7th, This finally would be a source of interest and great improvement to the teacher, for it would be essential for him to understand every subject proposed for consideration.

Should this be begun even in a small way, both teacher and scholar may be encouraged to persevere, for experience will give facility, and they together will go on, from strength to strength.



Mathematical Department.

DANIEL KIRKWOOD, EDITOR.

PROBLEM No. 223.

Inscribe the maximum cylinder in the solid generated by revolving the cycloid about its base.

SOLUTION.—BY JAMES F. ROBERSON.

Let u be the cylinder, and put $p = 3.1416$. Then we have

$$u = F2(pr - x)y^2p.$$

Differentiating for a maximum we get

$$du = 2p^2ydy - 2xydy - y^2dx = 0, \text{ or } 2pr = 2x + y\frac{dx}{dy}$$

Substituting for x its value in the equation of the cycloid, and for $\frac{dx}{dy}$ its value, $\frac{y}{\sqrt{2ry-y^2}}$, we get arc whose ver. sin. is $y = pr + \sqrt{2ry-y^2} - \frac{xy^2}{\sqrt{2ry-y^2}}$; solving this equation by approximation we find y , the radius of the cylinder = 1.6225, nearly, when the radius of the generating circle is unity.

PROBLEM No. 224.

In a circle whose radius is unity, an equilateral triangle is inscribed. From the angle A a chord AD is drawn, dividing the side BC in extreme and mean ratio at E; the part EC being the greater. Required the length of the chord BD.

SOLUTION.—BY C. F. R. BELLOWES.

Draw the chord CD. The inscribed angles at D are evidently each equal to the equal angles of the inscribed triangle. Therefore, since the opposite angles at E are equal, the triangles AEC and BED are similar, and their sides have the relation $AE : BD :: CE : ED$; whence $\overline{ED}^2 = \frac{\overline{BD}^2 \times \overline{CE}^2}{\overline{AC}^2}$. Furthermore we have the following equations $CD : BD :: CE : BC$; and $CD \times BD = \overline{ED}^2 + CE \times BE$ (Davies' Leg. Bk. 4 Props. 17 and 21). Eliminating CD and \overline{ED}^2 we have $BD = \frac{AC \times EB}{(\overline{AC}^2 - CE \times EB)^{\frac{1}{2}}}$.

Substituting in this equation, the values of AC, CE and EB, which are easily found from the conditions of the problem, we find $BD = .756$.

PROBLEM No. 225.

In an isocles triangle ABC, the base BC is given; also the area of the escribed circle to which the base is tangent, is equal to the area of the triangle. Required the side AB.

SOLUTION.—BY C. F. R. BELLOWES.

Drop a perpendicular from A upon the base BC, and call it y . y bisects BC and produced, passes through the center of the escribed circle. Produce AB to the tangential point. The prolongation of AB is evidently equal one half of BC. Call it a , and the radius of the circle, r . From the conditions of the problem and well known geometrical principles, we have $(AB + a)^2 = y(y + 2r)$, $ay = Pr^2$, and $y^2 = \overline{AB}^2 - a^2$; whence we readily find $AB = a + \sqrt{aP}$.

PROBLEM No. 226.

Required the radius of the escribed circle touching the base of an isos-

celes triangle, each of whose angles at the base is double that at the vertex, and each of whose sides is equal to unity.

SOLUTION.—BY C. F. R. BELLows.

Since the basal angles are each double the vertical, the former are 72 and the latter 36 degrees. Using the construction and equation 1st of the last problem, noticing that, AB being unity by hypothesis, y and x are respectively the cosine and sine of 18° , we find after a little reduction, $r = \sin 18^\circ \times \cos 36^\circ = .42533$ ans.

—Problems 224, 225, and 226 were also solved by JAS. F. ROBERSON.

PROBLEM No. 227.—BY C. F. R. BELLows.

Two isosceles triangles have a common base, and their vertices in the same direction. Where is the center of gravity of the difference of their areas?

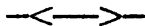
PROBLEM No. 228.—BY C. F. R. BELLows,

The two segments of a circle lie upon the same side of their common chord. Where is the center of gravity of the difference of their areas?

PROBLEM No. 229.—BY C. F. R. BELLows.

A corner quarter of a square has been removed. Where is the center of gravity of what remains?

THE MATHEMATICAL MONTHLY.—The August number of this excellent periodical contains an interesting article on the Diophantine Analysis, by Rev. A. D. WHEELER, D.D.; also notes on the Theory of Probability, by SIMON NEWCOMB, Esq., together with other valuable articles. This is the only Mathematical Journal published in this country. No mathematician should be without it. Published by SEVER & FRANCIS, Cambridge, Mass. D. K.



Resident Editor's Department.

PERSONAL.

Mr. A. C. Shortridge, of Centerville, one of the Associate Editors of this Journal, has been elected Professor of the Preparatory Department in N. W. C. University. Mr. S. is a teacher of eminent ability and large experience, and will sustain in his new field the high character he has acquired as Superintendent and teacher in Wayne County.

Mr. Cyrus Smith, Examiner for Marion County, has taken the school at Acton, in this county, and will commence teaching on the 7th inst. He will be in the city every Saturday, and can be found at the Court House, where teachers and others may consult him.

Mr. T. J. Morgan, late of Franklin, Ind., has been awarded the principalship of the graded schools in Atlanta, Ill., and has entered upon his work with a high purpose and good prospects.

Mr. S. J. Kirkwood, of Bloomington, Indiana, has been elected Superintendent of the Union Schools at Cambridge, O. Mr. K. graduated at the last session of the Indiana State University, and is well prepared by experience in teaching for his work.

Rev. S. R. Adams, President of Moore's Hill College, and one of the Associate Editors of this Journal, has been appointed Chaplain to the 26th Regiment of this State, and is now with the Regiment in Missouri.

Mr. Adams has long been known in Indiana as an efficient and zealous educator, and will be found equally efficient in his new field.

W. H. Venable, late of the S. W. Normal School, Lebanon O., has opened a school in the "Jennings Academy" at Vernon, Ind. He writes that his prospects as Principal are quite flattering, and thinks the Academy will be as 'able to breast the current of Hard Times as any new school in the State.' Mr. V. is assisted by E. J. Collins, an excellent lady teacher, who has taught in this school several sessions. We shall expect articles and items, (and subscribers,) from that region now.

Miss May Vawter, Principal of the Secondary Department of the Lafayette Union Schools, A. J. Vawter, Supt., renews her subscription to the *SCHOOL JOURNAL*, and adds:

"Our Schools opened this season quite satisfactory to us, and are prospering well. The trustees expect to be able to keep them open during the year."

Anna C. Service, writes from Smithville, Sept. 8d; "Enclosed you will find the amount due you for the School Journal for next year, commencing with this month. Dollars are scarce, but I do not wish to do without the Journal. May our schools and school journals be the last things to 'go down' on account of the war. I wish you much success in instructing parents and teachers how to train our youth, so that they may fulfill their duties in life better than their fathers have done."

—Is not this the right spirit? Let other teachers imitate these examples, and let other trustees do as those in Lafayette have resolved to do, and the world will be the better for it.

—The fall session of the N. W. C. University has opened with good attendance and prospects.

The Indiana Female College, Rev. T. H. Lynch President, was opened on the 2nd ult.

Col. Lorin Andrews, President of Gambier College, died at Gambier on the 18th ult.

Joshua Pearl, State Superintendent of Common Schools of Tennessee, has been notified to leave that State on account of his Union proclivities.

The degree of LL.D. has been conferred on Pres. Lincoln, and Gen. Scott

FIRST ANNUAL SESSION OF THE DECATUR COUNTY TEACHERS' INSTITUTE.

The teachers of Rush County united with the teachers of this county, and held an Institute at Spring Hill, commencing on the nineteenth of August. Institute organized under superintendence of Mr. G. W. Hoss.

TEACHERS—Elocution, G. W. Hoss; Mental Arithmetic, W. H. Powner; Eng. Grammar, J. B. Mallett; Composition and Rhetoric, G. W. Hoss; Written Arithmetic, J. McKee; Lewis' Gymnastics, W. H. Powner; Vocal Music, J. McKee; Primary Reading, G. W. Hoss.

SECOND DAY.

Exercises in reading to correct hard and irregular breathing.

In Mental Arithmetic, the merits of the authors Stoddard and Ray were discussed,—majority preferring Ray as an author.

The Noun and its properties, and a sharp discussion upon the definitions of the terms Number, Gender, &c., occupied the time for Grammar. The teacher claimed that gender should not be defined as "a distinction of nouns with regard to sex," there being *no* distinction of sex in the Neuter and Common. A lengthy essay was read by the teacher, which, being our own, we are not disposed to criticise. Revs. Munfort and Walker made some excellent remarks upon the art of teaching grammar, and a few minutes after the members of the Institute were instructed in the mysteries of a "Basket Dinner."

A recitation in Written Arithmetic was ably conducted by Mr. McKee. The afternoon's exercises closed by a lecture from Prof. Hoss, on Modes of Teaching. At eight o'clock Mr. H. gave a stirring and practical lecture on Physical Education. The lecture secured a fine audience and good attention.

THIRD DAY.

The use of the abdominal muscles was shown to be of great value to the reader. A recitation in Mental Arithmetic was spiritedly conducted by W. C. Price. An essay on The Motives of the Teacher, by Prof. McKee, was a fine production. He argued with great earnestness concerning those *higher* motives which should govern every teacher. G. W. Hoss showed his plan of teaching composition-writing, which was well received. Mr. McKee instructed a class in music, and then another Basket Dinner appeared! [Discovery—Teachers live by eating!!] In written arithmetic the fundamental rules were discussed at length.

An exercise in Lewis' Gymnastics afforded a pleasant recreation for the teachers, and abundance of fun for spectators. We recommend this system of gymnastics to every teacher. No costly apparatus needed; no great feats to be performed; but the exercises are such as to delight the pupil and can be practiced by those of every age and sex—the weak

as well as the strong. To be able to teach the science of Play is a valuable acquisition to the teacher.

Various methods of teaching Geography came before the Institute; the one recommended is to connect with *local* items *historical* or *physical* facts. The method of teaching Primary Reading by telling the *name* of the letter and the *sound* it represents, commends itself to every teacher.

FOURTH DAY.

The time for Elocution was spent in explaining the use of Prof. A. A. Smith's Chart of Elocution. The benefits of having the science spread out before the eye of the pupil, are the same as in the use of outline maps. The Secretary was the only member of the Institute who had used the Chart, and highly recommends it.

In Grammar the use of the word *mood* instead of *mode*, (as applied to verbs,) the different methods of illustrating the tenses by diagrams, and the order of the moods—whether the infinitives should be first—were the points discussed. Again that inevitable basket dinner!

The rules for reducing to a "Common Denominator," and dividing a "Fraction by a Fraction," were analyzed, and the principles discussed.

Penmanship next came before the Institute. It was urged by some that we should adopt some system of penmanship. The Spencerian was preferred by the Secretary, but other members, generally using Willson's system, gave it the preference.

G. W. Hoss, in his lecture, discussed school organization, and urged the importance of order in school. This point also elicited remarks from the members generally. The lecture upon Music by Prof. H., at eight o'clock, was well attended and heard with pleasure. He dwelt upon the antiquity of music, and showed from history that music had been used upon the most august occasions. At times he was 'musically eloquent,' and soaring aloft took the audience with him to the *higher spheres* of eloquence. Particularly did we admire the "laying of the corner-stone of the world," when "the Morning stars sang together." He urged every teacher to sing with his pupils.

FIFTH DAY.

Recitation in Mental Arithmetic, conducted by Mr. Brown. He differed from others in his method of solving questions, by giving the answer without repeating the premise.

The subject of the English Infinitive occupied the attention of the Institute during the time for grammar recitation. The teacher claimed that *to*, by some called a part of the Infinitive, should never be parsed with the verb, but always as a preposition governing the verb. Gould Brown, the best authority, approves of the latter method in his praise-worthy work, the Grammar of Grammars. This being the last recitation in this science, Profs. Hoss and Powner occupied some time in making remarks, in substance that we should learn to give things their relative importance.

In the afternoon the committee previously appointed reported a constitution, which was adopted and received twelve signatures.

The following are the officers: President, J. B. Mallett; Vice Presidents, O. Thompson and D. Munfort; Treasurer, F. J. Barritt; Secretary, Mrs. Mary Hood, of Greensburg.

The afternoon was spent in singing and general remarks by members. A vote of thanks was tendered to the trustees for the use of the church, and a resolution adopted thanking the people at Spring Hill for the hos-

pitality shown the members of the Institute during the session. W. H. Powner, our County Examiner, made some remarks indicating that henceforward he would be somewhat critical in the examination of teachers. He wished to raise the teacher's standard higher every year.

The Institute adjourned to meet next August, place to be determined.

Quite a number of spectators were constantly in attendance, and manifested a good interest in the exercises. Considering the excited condition of the country, the Institute was a success. It was the largest ever held in this county, and we trust is only an earnest of what will be.

J. B. MALLETT, Sec'y.

CATALOGUES, BOOKS, Etc.

CATALOGUE OF OFFICERS AND STUDENTS OF ASBURY UNIVERSITY.—This is a very interesting report. It gives besides the regular statistics of the year, the names and positions of all the Presidents and Professors of the College since its organization; also of the Alumni and those who have received honorary degrees. Of the Alumni, there have been of Graduates in Classical Department, 162; in Scientific Department, 15; Law Department, 48; Medical Department, 40; total, 265. Besides this hundreds of young men have received an Academic education in the University.

The number of students enrolled during the last year was 273—classified as follows: University classes, 6; Collegiate, 141; Preparatory, 130.

CATALOGUE OF OFFICERS AND STUDENTS OF THE INDIANA UNIVERSITY.—This catalogue embraces 48 pages and contains a large amount of information in reference to the University. The summary for the year shows a fair attendance, classified as follows:

Senior class, 24; Junior, 11; Sophomore, 23; Freshman, 53; Prep. Dep. Class first, 26; Class second, 53; Law Department, 5.

Like the Asbury catalogue, this gives the names, residence and profession of all the Alumni, and those who have received honorary degrees. Of the first there are 226; of the latter, 43. The University has accomplished much, and we doubt not has a long career of usefulness before it.

THORNTOWN ACADEMY.—O. H. SMYTH PRINCIPAL.—The attendance during the year was large, numbering 342. Seniors, 7; Middle Class, 26; Juniors, 170; Intermediate, 53; Primary, 86. The next term begins on the 9th inst.

The Atlantic Monthly. September. BOSTON: TICKNOR & FIELDS.—The numbers of this magazine since June have a decided political and military tone, which, however, in our times, only adds to their interest and value. The articles are all spirited, and bear the impress of great thinkers.

In "Agnes of Sorrento," Mrs. Stowe is giving us her best thoughts; "Bread and the Newspaper," "Under the Cloud and through the Sea," and "Elizabeth Barrett Browning," are articles of beauty, truth and power.

Harper's New Monthly Magazine. NEW YORK: HARPER & BROS. The September and October numbers of this deservedly popular month-

ly are on our table. "Stratford-Upon-Avon," Shakspeare's birthplace, "The Capital of the Canadas," and "A History of Winfield Scott during the War of 1812," in the September No., are exquisitely illustrated and interesting. "Bouquet's Expedition," the "Coast Rangers of California," and "Sporting in Spitzbergen," make the October number rather more than usually interesting.

The Ladies' Repository. September. CINCINNATI: POE & HITCHCOCK. This welcome visitor has prose articles, poetry, and editorial matter attractive to all who love high-toned, pure literature, and moral teaching. The engraving and biographical sketch of Elizabeth Barrett Browning, are features of special interest.

Day School Bell. New York: HORACE WATERS.

We would call the attention of teachers to a new work by the author of the S. S. Bell—THE DAY SCHOOL BELL, a superior collection of choice Tunes, and a large number of excellent Hymns, written expressly for this work and adapted for Seminaries, Academies, Public Schools, Boys' and Girls' meetings &c. Carefully and simply arranged as Solos, Duets, Trios, Quartetts, Chorusses, and for Piano and Melodeon. Also some fine catches, rounds and chants.

This is just the thing long needed by our schools. There is nothing adds to the pleasantness and perfection of the school-room so much as good music.

This work will be sent, postage paid, on receipt of 30 cents. The agents for Indiana, are Clarke & Co. Indianapolis, Ind. By the Quantity, 22 c.

We shall be pleased to see this work introduced generally by the managers of our schools.

ITEMS.

NORMAL INSTITUTE FOR PHYSICAL EDUCATION.—Mr. Dio Lewis, has kindly furnished us with a report of the Commencement Exercises of his Normal Institute which took place on the 5th ult., at Boston.

The exercises were novel and exceedingly interesting, consisting of "club," "wand," "dumb bell" and "bean-bag" exercises, agreeably interspersed with patriotic songs, essays and speeches. The diplomas were awarded by President Felton, who addressed the audience in the most happy manner, pointing out specifically the benefits of a system of gymnastic exercises, carefully devised by scientific persons, familiar with the human frame as medical men, and as anatomists. Remarks were also made by Rev. Dr. Kirk, Edmond Quincy, D. B. Hagar, &c.

Our space will not admit a more extended notice at present, but we will speak of it again, as it is probably the first occasion of the kind in the history of the world, and promises to exert an important influence on our American education.

BRYANT'S COMMERCIAL COLLEGE.—This Institution will hereafter be under the control of Prof. Wm. Purdy, late Accountant in Gundry's Mercantile College, Cincinnati, Ohio, and Principal of Purdy's Mercantile College, Richmond, Indiana. Mr. Purdy has been a Teacher for several years in the best Mercantile Colleges in the United States, and has the reputation of being a thorough and successful Teacher. He has a new system of teaching Book-Keeping, arranged by himself at great labor and expense, by the aid

of which he claims that students will be able to complete the full course, at least three weeks sooner than by the ordinary method of teaching.

This Institution has been in successful operation for several years, and has an excellent reputation, and we can cheerfully recommend it as one of the best Institutions of the kind in the West. Young men wishing to obtain a thorough business education, should certainly call on Mr. Purdy before engaging elsewhere.

INDIANA STATE TEACHERS' ASSOCIATION.

(To be held in the Capitol at Indianapolis, December 25, 26, 27, 1861.)

ORDER OF EXERCISES FOR THE EIGHTH ANNUAL MEETING.

DECEMBER 25th.

- 2 o'clock, P. M.—ORGANIZATION; 2 Reports of Members of State Institute Committee; 3 Inquiries, suggestions, &c., touching said reports, and Institutes generally; 4 Miscellaneous.
- 7 o'clock, P. M.—Address by the President, G. A. Irvine. Discussion of topics in said address. Miscellaneous business.

DECEMBER 26th.

- 9 o'clock, A. M.—OPENING EXERCISES.
- 9 20—Paper on Reading, and Best Modes of Teaching same. By——
Discussion of said Paper.
- 10 20 A. M.—Discussion: Duties of School Examiners, and Means and Modes of discharging said duties, (Examiners are earnestly requested to be present.) Miscellaneous.
- 2 o'clock, P. M.—Paper on School Amusements. By——
Discussion of said paper.
- 3 o'clock, P. M.—Paper on School Architecture. By——
Discussion; Miscellaneous.
- 7 o'clock, P. M.—Exhibit of Dio Lewis' system of Gymnastics. By E. M. BUTLER. Inquiries and suggestions touching same, and Physical Education generally.

DECEMBER 27th.

- 9 o'clock, A. M.—OPENING EXERCISES.
- 9 20 A. M.—Paper on Moral Instruction in Schools, and best means of imparting same. By——
Discussion of said paper.
- 10 20, A. M.—Paper on Qualifications of the Primary Teacher. By MISS MELLIE VATER.
Discussion of said Paper. Miscellaneous.
- 2 o'clock, P. M.—Paper on Duty of Teachers, as to the Health and Manner of pupils. By——
Discussion of said paper.
- 3 o'clock, P. M.—Election of Officers. Report of Treasurer. Miscellaneous.
- 7 o'clock, P. M.—Closing Business; Toasts, Responses, and Recitations, interluded with Reunion and Vocal Music. Adjournment.

—Announcements will be made in due time relative to Boarding and Railroad fare.

Papers throughout the State are requested to notice the above.

PER EX. COMMITTEE.

THE
Indiana School Journal:

INDIANAPOLIS,

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NO. 11.

THE IMPORTANCE OF A MORE GENERAL EDUCATION
IN LITERATURE AND THE FINE ARTS.*

“The attempt
Is the wedge that splits its knotty way
Betwixt the impossible and possible,”

Was uttered by Alice Cary. It is an apothegm worthy of remembrance; and to no subject does its lessons better apply than to the cultivation of Literature and the Fine Arts, to which this paper is devoted.

We are all aware of the power of beauty, and its influence upon our feelings and character, and of the joy and delight we feel in its contemplation, and that there is a desire in every heart to be surrounded by, and in possession of it; for Beauty is that element of nature by which the mind of man is lifted above the groveling things of mere animal feeling, into the more glorious realm of refinement; and when we take into consideration that the *eye* is the only medium by which we can realize its existence, it is somewhat remarkable that the study of its laws and principles has been neglected and misguided by general custom; and that the self-seeking student is left to struggle among the weeds of a loose and careless fancy.

The Eye, perhaps, is the least scientifically educated of any of the organs of sense. So true is this that very few persons can draw a straight line any number of inches, or even be able to tell when it is so; while on the other hand there are great numbers who can perform, with some degree of excellence on a musical instrument, decide correctly of the delicacy of a perfume, and perhaps very few

* An Address, delivered at the opening of the fall session of Whitewater College.—By P. FISKE REED.

who have so neglected the education of the palate that they are not able to judge of a good dinner.

It is related of Apelles, a celebrated Grecian painter, that calling upon his friend, Praxitelles, and not finding him at home, he left a mark upon the latter's canvas, by which Praxitelles might know his visitor. Now this mystic mark was merely two parallel lines, as true and perfectly drawn as though done by rule and compass. But this skill was the mystery; and the remark of Praxitelles was, that "none but Apelles could give that sign." By this we may infer that the art, in those days, was a mystery not meddled with by the million, any more than in these latter days.

With proper developments and restraints, the impulses of our natures conduce to happiness, ease and refinement; while neglect and misguidance result in degradation and depravity; for the human mind is exceedingly plastic, and Pope's oft quoted line, that

"Just as the twig is bent the tree's inclined,"

is very true; not that, by education we may make the tree another genus, or even species, but that by cultivation, we may obtain the greatest amount of good or evil that any given nature may possess; and the advantage to be gained by this plasticity of the mind is, to so model it as to develop the useful and the beautiful.

Our emotional natures are reached through the medium of the senses, and while custom has sanctioned extensive cultivation in other branches of education, which, with all their fancy retinue of accomplishments, graces and gratifications have been lavished upon the ear, the education of the eye has been sadly neglected.

Thus, while music, which is—and should be—considered indispensable, is cultivated in all our educational departments, from the Primary to the Collegiate, the art of drawing and painting which opens the doors of the soul to receive the beauties of visible nature, and which lifts the mystic veil from delights that can never otherwise be realized, is almost entirely overlooked as an accomplishment; hence, this art of all arts is left an isolated profession, the knowledge of which is confined to the few, while to the many it remains a mystery.

There is, perhaps, no greater violation of the natural laws of beauty and harmony than is evinced in our artificial decorations. The matter of taste, in this respect, has been so long left to the monopoly of fashion and individual fancy, that, at the present day, it is difficult, from the illegitimate commingling of fantastic shapes and

gaudy colors, to gather the true principles of harmony that govern them in nature ; for nature has given us a very pretty example in the management of lines and colors ; but man, who has sought out many inventions, seems to have thrown aside her text-book, and is endeavoring to eclipse his preceptor with the extravagance and gaudiness of his decorations, and a glance at his artificial displays shows that he has long since set up for himself. But in all the great achievements of art, nature has never been equaled ; and the best that human power can do is to imitate, and imitations probably require an excess of brilliancy in order to mislead the eye in regard to their genuineness.

Downing, the celebrated horticulturist, very quaintly remarks that "the effects produced by those who act from the correct principles of taste, are often carried to excess by those who act from no principle at all, but do so merely because it is popular." This is exemplified in all our decorations. Our architecture is made ludicrous by the forcing of every known order, and disorder, in the same building. Our dwelling, where the extreme of harmony and fitness should prevail, is rendered stiff and cheerless by unhappy displays, and crude contrasts. Our gardens are often so sadly arranged that it would be a task to trace in them the lines of beauty or the harmony of colors ; and the same unpleasant extremes are discovered in the matter of dress. We not unfrequently see a person with very red cheeks and very red hair increasing the intensity of both by contrasting them with bright blue or green dresses ; while on the other hand, persons with very delicate pale faces will destroy what little rosy tint they may have by dressing in flashy red. Now let these two extremes exchange dresses and a more perfect harmony would be the result.

There is no remedy, perhaps, for this extravagance of decoration, except in the study of esthetics and the cultivation of the eye ; for these will develop that high state of elegance and refinement to which the aspirations of the mind direct us. They are the highest orders of refinement, yet the least studied or understood.

The eye everywhere meets with numberless lines, forms and shapes, and so exceedingly varied are these, that it is almost impossible to find any two objects in nature exactly alike ; yet all the lines which go to make up all created things are simply two ; the straight line and the curve, with their countless deflections and combinations.

The student, then, might deem it an easy matter to learn to make

two lines, merely, but when he considers these *deflections* and *combinations*, he will find a life-time too short to master them.

We may look with delight upon a well drawn object and wonder how it is possible to make the figure stand out in such bold relief upon a flat surface; yet it requires but three principles to produce it. *Form, Light and Shade*. But this is the mystery—incomprehensible as the Trinity. In fact it is the Trinity of Art. The three principles embodied in one object, without which it is not perfect.

Nature has no contradictions, in the abstract. In its proper time and place everything is in harmony. It is by contrast and comparison that any object is hideous or beautiful. Each thing harmonizes with itself and all things with each other, in a natural consideration, apart from accident and artifice.

But custom is beginning to sanction the attempt to educate the eye. It is now becoming fashionable to study esthetics and to consider Drawing and Painting accomplishments. In many parts of the country, especially in the East, these studies are flourishing under the full smile of *Popular Opinion*. Some of the schools have made the Fine Arts a speciality; and this has developed the fact that woman has the genius and qualifications necessary for an artist, and with much greater success, in a pecuniary way, for the works of a lady artist have a market value much greater than those by gentlemen, where the real merit is equal, which, in these days of mammon worship, is an important item. It is somewhat singular that in all our "Woman's-rights Conventions," this art, so well adapted to their excellent tastes, should have been overlooked.

When Bayard Taylor made the tour of Europe he found great pleasure in being able to sketch from nature, and he never left a spot of any remarkable beauty, or historical interest, without transferring it to paper; and his advice to every one is to learn to sketch from nature. It is certainly a source of much pleasure and gratification to possess views of the various lovely spots of earth that may chance to fall in our pathway; and to those who study these principles of beauty, in which all nature seems to float, and who can behold the creations creep from beneath their pencil, there is a charm more than words can express; for if a student of nature look out upon the landscape his eye is greeted by a thousand beauties that are never dreamed of by another. The eye seems instinctively to fall upon all the cosy nooks of beauty. The sparkling tide of sunshine, the deep transparent shadow, the cool and inviting half tints that sepa-

rate the two, and the gentle gradations of perspective, till the enchantment of distance has melted the very mountains into the soft blue sky, are all studies and conspire to entrance him with their beauty. He dwells in a new world of feeling. It is the "Land of Beulah" in which his soul revels, and where, amid groves and vineyards and fountains of water, where the sun never goes down upon its loveliness, he may gather fruits upon the confines of this realm of glory and bask enchanted in the beamy sunshine of beauty.

What to an uncultivated eye is merely a green tree or a forest, is, to a Student of Art, a volume of Nature, and each leaf a page of her hidden mysteries, unfolding to his sense a thousand forms and shapes and tints. To another a vast mountain gorge may excite only a sensation of loneliness and dread; but to the student of nature it has the *charm* of solitude and he sees in it one of the most sublime expressions of the Almighty, and he is impelled to

"Look through Nature up to Nature's God;"

and he feels that beyond these glorious effects there is a more glorious Cause, and a Power above that which enables him to imitate. It is that Power that

"Made the picture painters imitate,
The Statuary's first, grand model made,
Taught human intellect to re-create,
And human ingenuity its trade."

But this power of imitation is the glory of man, and allows him to understand and handle these mysterious laws and principles that are contained in the "first models." But his "recreations," at best, are but imitations, yet serve to impress upon his mind the infinite distance between the imitation and the original—between the imitator and the Creator.

Now these principles alluded to, of harmony and taste, which are the laws of true beauty, are themes worthy the study of all; for whether it be in painting, architecture, dress or ornament, these laws, harmonious, beautiful and immutable, are ever to be observed; for the beauty and utility of these are incentives to man to apply his power and skill and cunning arts—not to the distortion—but to the embellishment of the already beautiful earth.

What has been said in regard to the Fine Arts, applies somewhat to Literature in its limited sense. To be sure it is studied, and well developed, in all its *standard* branches, and there is no lack of learning, erudition, or literary ability in the aggregate; yet the one impor-

tant feature of correct composition, that branch which embraces the spirit of the language ; or, in other words, that quality which *thrills*, has failed to be thoroughly impressed upon the minds of the many. Partly, perhaps, because of the difficulty of systemising our language by fixed and undeviating rules of grammar and rhetoric. In fact we have no system that perfectly analyzes and lays bare the whole combination of the structure of our language, from the geometrical lines which form the letters to the subtle, spiritual power that is embodied in the whole combination ; and to those who would revel in the delights of this "inner temple," the want is felt.

When we consider the harmony and uniformity which seems to envelop all existence, we can scarcely suppose that the aptness of man to conform to, and be governed by, these immutable laws, has failed to arrange the mechanical and material body of any given language in keeping with its spiritual expression. We may therefore suppose that the shapes of the letters and the sounds necessary to utter them into living existences, must be adapted to, and harmonize with, the sense which would be conveyed. The form must agree with the sound, the sound with the sense.

This rule, perhaps, admits of no exception in any language in its purity. It is seen in the round voweled Greek, with its many curved consonants that ring upon the ear like the trolling murmur of the cooing turtle. In the angular Latin, with its sibilants and palatals that spatter upon the sense like the surf upon the shore. In the Chinese, that has such a mixture of angles and ink blots that, like its people, it is difficult to discover its character.

This principle of correspondence is manifest when we observe that those languages which contain the greatest number of vowels, liquids and labials are the most softly flowing and synthetical, those words expressing the sense of beauty, love and delicacy having the greatest number of gracefully curved vowels ; while those in which the sibilant and palatal consonants are dominant convey a more harsh, dissonant and dissilient sound, and in all languages these angular consonants are very freely sprinkled in such words as express roughness and harshness.

The understanding is not a vessel, that needs filling ; it is fuel, that needs kindling. It is kindled to truth by the faculty of acquiring knowledge, and love,—*Plutarch*.

[For the Indiana School Journal.]

THE PLANET MERCURY.

Mercury, according to the present state of our knowledge, is the nearest planet to the center of our system.* His mean distance, that of the earth being unity, is 0.3870981; or about thirty-seven millions of miles. He completes a revolution round the sun in 87.96925 days, or 87 d. 23 h. 15 m. 43 s. His apparent diameter varies, according to his position with respect to the earth, from 4".4 to 12". At a mean distance it is 6".68; the true diameter, therefore, is 3086 miles, or 0.390, the mean diameter of the earth being 1. Hence also, his volume is to that of our planet almost exactly in the ratio of 1 to 17.

The mass of Mercury is not accurately known. The densities of Saturn, Jupiter and the earth were long since ascertained to be to each other nearly as the numbers 1, 2, and 8 respectively; and hence it was inferred that the densities of the planets generally varied inversely with their mean distances from the sun. On this hypothesis, which subsequent discoveries have proved to be erroneous, Lagrange, in 1782, estimated the mass of Mercury at $\frac{1}{2025810}$,—a value which was generally adopted for more than half a century.†

The comet of Encke passes occasionally quite near this planet and is sensibly disturbed by its influence. The discussion of these perturbations led Professor Encke to conclude, a few years since, that Lagrange's mass was much too large. The first calculation of the Berlin astronomer gave a mass $= \frac{1}{8091947}$,—about two-thirds of the old value; the second, in which a greater number of observations were discussed, gave $\frac{1}{4565751}$, or five-twelfths of that of Lagrange. About the same time, 1841, R. W. Rothman, Esqr., obtained by a different process the value, $\frac{1}{8182848}$.‡ Finally, the mass adopted by Leverrier in his theory of Mercury, 1845, is $\frac{1}{8000000}$, which is probably a close approximation to the truth. The corresponding

* Lescarbault's supposed discovery of an intra-Mercurial planet has not been confirmed.

† "The mass of Mercury has been determined by its volume, supposing the densities of this planet and of the earth, inversely as their mean distances from the sun. An hypothesis indeed very precarious, but which corresponds with sufficient exactness to the respective densities of the earth, Jupiter, and Saturn."—Laplace's "System of the World," Translated by Mairé, Vol. II, p. 42.

‡ Memoirs Roy. Astr. Soc. Vol. 12, pp. 400—415.

density is 2.03, or about double that of the earth. If Encke's second value be adopted, however, the density will be 1.25. The force of gravity at the surface of Mercury, is to that at the surface of the Earth,—(according to Leverrier's mass), as four to five; that is, a body weighing five pounds at the surface of the Earth, would weigh but four if transported to Mercury.

This planet's period of rotation was found by Schroeter, from observations on the daily appearance of its horns or cusps, to be twenty-four hours, five minutes, and twenty-eight seconds; or nearly the same as that of the Earth. Its theoretical ellipticity is therefore very small; and in fact the best instruments have not afforded until recently any evidence of a sensible compression. It appears, however, that a slight degree of flattening was detected by the Rev. Mr. Dawes, of England, on the occasion of the transit of November, 1848. The mean result of several micrometrical measurements gives the ratio of the polar to the equatorial diameter as 28 to 29.*

The inclination of Mercury's axis to the plane of his orbit, although not satisfactorily determined, is according to Schroeter, nearly seventy degrees; that is, the polar circles are but twenty degrees from the equator, while the tropics are at the same distance from the poles. The planet, therefore, has two summers and two winters—or perhaps more properly, two maxima and minima of solar heat—during its short period of eighty-eight days; the transition from one extreme to the other being completed in a little more than three weeks.

The orbit of Mercury is more eccentric and also more inclined to the plane of the ecliptic † than that of any other primary planet with the exception of the asteroids. The eccentricity (half the major axis being taken as unity) is 0.2056163: consequently, the perihelion and aphelion distances of the planet are to each other nearly in the ratio of two to three, and the amount of solar light and heat in the former position is more than double that in the latter.

Mercury's greatest elongation or angular distance from the sun is $28^{\circ} 48'$; so that it is never seen but in strong twilight. This proximity to the sun is unfavorable for observation. When examined, however, in different parts of its orbit, with telescopes of sufficient power, it is found to exhibit phases similar to those of the moon. The planet, therefore, shines only by reflecting the solar light.

* Monthly Pro. Ast Soc., Dec. 1848.

† The angle of inclination is $7^{\circ} 0' 9''$.

The mean duration of Mercury's synodical revolution, or the time between two successive conjunctions,* is 115.877 d. This, then, is the interval by which his consecutive transits over the sun's disk would be separated, were the plane of his orbit coincident with that of the ecliptic. Owing, however, to the inclination of those planes, no transit can occur unless Mercury is in or near one of his nodes at the time of his inferior conjunction. His *ascending* node is at present situated in about 46° and consequently his *descending* node in 226° , of heliocentric longitude, at which points the earth arrives about the 10th of November and the 7th of May; and as the motion of the nodes with reference to the fixed stars is so exceedingly slow as to amount to little more than a degree in five hundred years, the transits of this planet, for many centuries to come, must take place in one of those months.

The celebrated Kepler was the first to predict the passage of Mercury over the sun's disk. (1629). The phenomenon occurred, agreeably to his calculations, on the 7th of November, 1631, and was observed by Gassendi, at Paris. Since that time it has been frequently witnessed;—seven times since the commencement of the present century. The last transit took place on the 8th of November, 1848; the next will occur on the 11th of November, 1861.

K.

THE RELIGION OF THE COMMON SCHOOL.

The charge is sometimes made that the teachings, and associations of the Common School are such as to ignore, practically, the doctrines of Christianity, and induce a disregard of its precepts; that their tendency is subversive of christian faith, and hence productive of immorality.

A pamphlet recently published entitled "Common Schools in the United States," characterizes the public school system as *totally unfitted to Christians!* It says: "It might do for Pagans; it develops that characteristic element in the morals of pagan society—*after money, virtue.* Our youth are practically trained up under the Com-

* That is, conjunctions of the same kind—either both *inferior* or both *superior*.

mon School system to make money, honestly if they can, but at all events to make money.

"The frightful increase of immorality among the youth of the rising generation, especially in that portion of the republic where the Common School system is more fully carried out—as in New England—proves that there is something radically wrong in our educational systems; so very wrong indeed, that the future stability of our country is thereby greatly endangered."

The same paper argues that our education proceeds upon the principle that mature age and reflection will work the necessary reform in character and conduct, and practically suffers the passions of childhood and youth to develop in almost any direction, and acquire herculean strength; and concludes that "the entire organization of Common Schools is based upon erroneous principles, subversive of christian faith, parental rights, and the liberty of the conscience."

At the recent meeting of the American Institute of Instruction, Hon. Anson Smyth in his lecture on "Christian Education in Public Schools," answered the charges frequently made that the public schools inculcate no religion, or extend irreligion. The report of the Institute says: "To show the sectarian bigotry which has caused the abjections to free schools, he quoted from a document once circulated in a section of Ohio, headed in this volcanic style:—'*Christians, rally for your children! Presbyterians, Methodists, Baptists, Episcopalians, Christians of every name, rally for your children! The Common School system is proving a disastrous failure.*'"

Some of the special grievances were stated, among which was the complaint that the teachers said nothing about the final resurrection of the body, or free will, or necessity, &c." These charges, he said, were the result of sectarian bigotry, which still struggles for life. He was thankful that such objectors are passing away.

Now what do these objectors propose to do? What do they present as a substitute for the present system? One denomination of christians has a canon requiring that all children shall be made acquainted with the catechism, formularies and doctrines of the church. Consequently it condemns the public schools because "no religion is taught in them,"—in other words because these things are not taught in them; another would exclude the Protestant Bible, and teach children that they are to receive and obey all they are told and commanded by a man claiming to be authorized to direct their conscience, faith and conduct; another still would make the Bible a text-book, to be interpreted and explained by a teacher approved as

sound in the faith ; and for all the various sects schools must be established, and the special privilege granted each of controlling its own schools, and the general system to be operative and supreme only so far as necessary *to pay the expenses* of these sectarian public schools.

But we will answer the objections themselves. To do this let us first consider what is the design and character of our American Education. Here, as in many other countries, education is provided for by law, and will ever be so long as people value it enough to sustain it. It is popularly looked upon as a means of preparation or discipline for the studies and duties of life—a “leading out” and cultivation of the faculties of the mind ; and its design is to bring into right exercise the powers of the mind and the affections of the heart, and to direct them to the benefit of the individual and society, in obedience to, and in harmony with the obligations and relations between men, and their duty to God. Its design is to make good men, independent freemen, sincere and enlightened christians. It allows and inculcates free thought and speech, and perfect liberty of conscience, with a broad province of action within the limits of law. This is the education which has in a single century built our American institutions to such proportions of grandeur, nobility, worth and power, as to be the wonder and admiration of the world. This is the education that will preserve and perpetuate them, though threatened now with overthrow and destruction. That we have a rebellion and a war is not the fault of our educational system—and not the effect of its teachings, but the want of them. Where it has been faithfully applied and fully tested, there is government and law, loyalty and order. Where it has not been permitted to operate freely and produce its proper fruit, there is slavery, rebellion and anarchy.

And is such education subversive of christianity? Do not these facts furnish a conclusive answer this objection, without considering the fact that the text-books and literature of the Common School abound with moral and even religious lessons, and that the teaching almost invariably corresponds and harmonizes with these. “The tree is known by its fruits.”

Another objection is that the associations of the public school are pernicious in their influence ; that the passions—ambition, deceit and cunning—are quickly engendered and strengthened thereby. This evil is not peculiar to the public school. It attaches to all institutions where youth congregate and associate almost constantly ; and it needs the constant supervision, care and efforts of the teacher to

"Catch the manners living as they rise," and restrain, direct and attune them to moderation and refinement. Yet it is far better that the *animal* of human nature should manifest itself in the boy, while the mind is plastic and easily molded by parent and teacher, than in the man, when the spiritual organism has become knit into the most sinewy tissues, and change and restraint are difficult if not impossible; for the period will come in life, to every one, when the propensities will assert their claims. If their possessor has not had the discipline of temptation and been enabled to conquer in childhood, he falls before the first allurements. And this evil in its worst aspect is not half so bad as that resulting from the street associations, away from the eye and care of parent or teacher. We think that in this matter the Common School with its little boys and girls will compare favorably with the college and university with their big boys and girls.

That the Common School training is purely secular or worldly in its character and aims—that it develops that "characteristic element in the morals of Pagan society, after money virtue," is not true. "In the sweat of thy brow shalt thou eat thy bread," is still the condition of poor humanity, and with all the training to make money the masses are not accustomed to possess more than is necessary to meet the common wants of life.

But the general objection, that "no religion is taught in the Common Schools," seems to embrace and include the others, and in conclusion we notice it again. The only question is, what is the religion which the objectors would have taught? One man's conscience is as sacred and free as another's, and the theology of one is often heterodoxy to another. The remedy or teaching called for by the objections themselves would result in a system of sectarian public schools which are clearly incompatible with the genius and operations of our American educational systems. It is adapted only to private and select schools, whose instructions are never interfered with by the public. If these conclusions are not admitted by the objectors, still a little inquiry will, we think, show them to be legitimate and true. It would be well if perfect frankness prevailed on all sides; if the advocates of every system would fairly avow the whole truth respecting it, and the objectors to any system manfully admit their principles and objects, views and intentions.

The true religion of the Common School is not liable to these objections. It is that broad principle of christianity which lies at the

foundation of all order, government, law. It means obedience, self-control, courage, patience, perseverance ; indeed all that illustrious list of virtues inculcated by the Great Teacher in his sermon on the Mount of Olives ; it means an active, living force or principle, bearing on the actions and lives of men from the nursery to the tomb, calculated to impart to them goodness, worth, elevation and beauty. In the will, in the affections, indissolubly connected with the faculties of thinking, lies the great motive power of the human mind—the father of thought and quickener to action ; and the will and the intellect, the understanding and the heart, are so intimately associated in all studies and in all duties that whatever affects the one affects and influences, to a great extent, the others ; so that to train and direct them to the highest possible condition of harmonious exercise and activity, for the benefit of the individual and society, to give the best preparation for usefulness, and to attain correct ideas, appreciation and love of the good, the true and the beautiful, constitutes the noblest work of all education, because productive of the most happiness.

That teachers greatly neglect this noblest work, and that there are many in the profession who have no capacity or qualification for it, is too true. The want is, for teachers who shall exemplify in their own persons and actions that character which they would develop in their pupils ; and it is gratifying to know that there is a waking-up on this subject, not to inaugurate a new system, but to carry out more fully and completely the whole design and end of our American Public Education. In discussions at Associations and Institutes, in lectures, papers, and in the periodical and other publications of the day, the grand idea is beginning to warm into life that the christianity taught by the Great Teacher, in its simplicity and beauty, is, and shall be, the Religion of the Common School.

H. H. Y.

CHILDREN.—Hard be his fate who makes no childhood happy ; it is so easy. It does not require wealth, or position, or fame ; only a little kindness and the tact which it inspires. Give a child a chance to love, to play, to exercise his imagination and affections, and he will be happy. Give him the conditions of health—simple food, air, exercise, and a little variety in his occupations, and he will be happy, and expand in happiness.

—*Rural New-Yorker.*

[For the Indiana School Journal.]

THE SCIENCE OF LANGUAGE.

II.



VOCAL SOUNDS.

Vocal sounds and their relations to each other, can be ascertained and appreciated in no other way so well as by a minute observance of the relative position of the organs of speech by which each sound receives its peculiar modulation which distinguishes it from others. By this method of observation we find them divided into vowel, semi-vowel, nasal, guttural, mute, sibilant and mixed sounds. We ask a small share of indulgence for the idea of *mute sounds* and also for the introduction of a few explosives.

OF VOWEL SOUNDS.—These embrace the whole body of the language, while the other modifications give form and dress to it. They are, as stated in the introduction, such sounds as pass from the larynx through the mouth exclusively. [It were to be regretted that from time immemorial, we had not a different character or letter, by which to represent to the eye every different modulation of sound used in our language. But we have not, and must avail ourselves of the letters of written language as we find them in best usage.]

1. The sound of *A* as heard in *man*, *fat*, *lamb*, &c., is formed by the voice of the larynx through the naturally opened mouth without the least use of any minor organ of speech. The breath itself through the open larynx in whisper is this sound, whether the mouth be little opened or whether the jaws are extended to their utmost limit. It is the same if the breath be so accelerated as to produce the mezzo of common speech, or the force of the palsetto voice, in screaming. This, is the fundamental sound passed through the mouth opened at ease without modulation. It should be the only sound of the first letter of every alphabet. In making this sound, the open mouth is a mere passage for the sound, without the slightest reverberation or the effect of a sound chest.

2. To sound *A* as heard in *fate*, *rave*, *ate* &c., open the mouth at ease as for sounding No. 1, draw the tongue a little back in the mouth so as to enlarge the throat slightly and produce a small degree of echo in it, and voice from the larynx will be modified from *a* in *man* to *a* in *mane*. The raising the lower jaw and tongue slightly forms an inceptive sound chest.

3. *A* in *far*, *tar* &c. Draw the tongue a little farther back than for *a* in *fate*, so as to enlarge the cavity of the throat still more, and thus producing a less elongated sound chest in which *a* in *man* from the larynx is modified into *a* in *far* &c., by the reverberation in more of a trumpet shaped egress from it.

4. *A* in *all*, *fall* &c. Draw the tongue still farther back than for sound-

ing No. 3, so as very considerably to enlarge the cavity of the throat for a reverberating sound chest, and at the same time cause the lips to approximate slightly to form something of a second reverberating chest, and in passing through this arrangement of the organs of speech, the sound *a* in *man*, from the larynx, will be changed to that of *a* in *small*.

5. *U* in *tub*, *rush* &c. Draw the tongue still farther back so as to enlarge the cavity of the throat to its utmost pleasant capacity, making a crooked egress for the sound that at the larynx is *a* in *an*, becomes that of *u* in *rub* &c.

6. *E* in *me*, *plea* &c. Open the mouth at ease as if to sound *a* in *man*, *fat* &c., then raise the lower jaw so as to bring the forepart of the tongue so near the roof of the mouth as to squeeze the sound that comes from the larynx, and it will be that of *e* in *me*, *squeeze* &c.

7. *O* in *note*, *boat* &c. Open the mouth naturally as for sounding *a* in *man*, bring the lips partly together so as with the mouth and throat to constitute an elongated oval cavity for a sound chest. In this the voice will be the sound of *o* in *note*, *vote*, &c.

8. *O* in *move*, *groove*, &c. From the natural and easy positions of the organs as for sounding *a* in *fan*, nearly close the lips in a circular form in front so as to produce more reverberation in the sound chest, than for *o* in *no*, and thus voice from the larynx will be modified into that of *o* in *prove*, and that of *w* in *when*, *wax*, *new*, and of *oo* in *footstool*, &c. With Dr. Lowth, the father of English Grammarians we say, *w* and *y* are always vowels when sounded at all.

These are all the vowel sounds in the English language, but (No. 2), that is the sound of *a* in *mate*, uttered abruptly or explosively is the sound of *e* in *met*, as any one may satisfy himself by pronouncing *mate* and *met* or any two words containing both repeatedly and alternately as, *mate, met; mate, met; mate, met:* and he will unperceivedly slide into the same sound in little time showing their identity, except as to duration. In like manner the sound of *a* in *all*, *fall*, (No. 3), may be proved to be identical with the sound of *o* in *poll*, which is its abrupt or explosive sound thus, *navot, not; navot, not; navot, not; &c.*, or *pall, poll, pall, poll, &c.* In the same way *i* in *sin*, *y* in *truly*, *yes*, &c., may be proved to be the explosive or abrupt sound of *e* in *me*, (No. 3), thus: *seen, sin; seen, sin; seen, sin; &c.* The sound of *o* in *move*, *prove*, &c., uttered explosively is the sound of *u* in *pull*, *full*. Say *fool, full; fool, full; fool, full; fool, full; &c.*, and you will find it so.

Should any one not be satisfied in respect to this matter and wish high authority for those ideas, let him consult Walker's Principles of English Pronunciation, No. 67. It may be contended that there are other shades of vowel sounds sanctioned by best usage, but if those, who say will look narrowly into the matter, they will find no foundation for

such opinions, but the mere dialects of some popular speakers, and that the above answers all the useful purposes of language. Besides this, these vowel sounds emanating from a primary fundamental, correspond in number, with the motions of the spirit of God in creation, and are scientifically correct after the great pattern of which they are representative. The scientific tendency of improvements are fast topping off the excrescences of undeveloped states, and simplifying every thing down within the bounds of usefulness.

Of Semi-vowel Sounds—9 *Of L* as heard in *lily*. Open the mouth at ease as for sounding *a* in *man*, raise the tip of the tongue so as touch the upper gums. This position of the tongue will divide the sound in its passage from the larynx, and modify it so as to be the sound of *l* in *all*, *log* &c.

10. Sound of *r* as heard in *rave*, *terror*, &c. Open the mouth at ease as before, draw the tongue back as if to utter *a* in *far* (3), turn the tip of the tongue up toward, but not touching the roof of the mouth, voice or sound from the larynx will be heard as that of *r* in *ripe*, *tear*, &c. The rough trilling sound of *r*, soon to be entirely abandoned by English speakers, is made by vibrating the upturned tip of the tongue against the roof of the mouth.

Of Nasal Sounds. These are from the larynx through the open nose, with the mouth variously closed.

11. *Of m*, heard in *mane*. Open the mouth at ease as for *a* in *man* (1), close the lips. Voice from the larynx passed through the nose is that of *m* in *name*, &c.

12. *Of n* heard in *nan* &c. Open the mouth and draw the tongue back as for *a* in *fate* (2), close the mouth with the forpart of the tongue, and you are ready to sound *n* as in *nine*.

13. *Of ng*, as heard in *sing*, &c. Draw the tongue back as if to sound *u* in *tub*, *rub*, (5), closing the passage to the mouth entirely. Voice through the nose, will be the sound of *ng* in *tongue*, *flung* &c.

The differences in modulation among the *nasals* are: *M* has the whole mouth for a sound chest, *N* only a part, and *ng* none at all. Therefore *ng*, is the purest nasal sound. They as well as the *semi-vowels* partake of the nature of vowels, in different degrees, because their sounds pass unobstructedly from the larynx to the air through either mouth or nose. They may all be called *liquids*, because they so easily coalesce with *gutturals* and *mutes* that have no passage in either direction from the larynx to the outer air.

Of guttural or throat sounds.—These are represented in written language by 14, *B* as in *Rabel*. 15, *D* as in *did*, and 16, *G* hard, as in *game*. They are all formed as the nasals above described with the nose closed, so that the confined voice of the larynx is heard in each case through the coats

of the organs. The position and sound chest for *b* is the same as *m* (11), these for *d*, the same as *n* (12), and for *g* hard, the same as *ng* (13).

Of the Mutes.—These are represented by (17) *p* as in *pepper*, (18), *T*, as in *trite*, *pit*, &c. (19), *K* as in *kick*, or *q* as in *queen*, &c. These have no voice or sound from the larynx, by either mouth or nose, but are mere positions or states of readiness for sounding other letters. *P* represents the precise positions of the organs of speech required for sounding *b* in the throat, or for sounding *m* through the nose, but without sound. *T* in like manner represents the precise position of *n* and *d*, also without sound. *K* or *Q*, represents the positions of *g* hard and *ng* without sound. These three categories are *m, b, p*; *n, d, t*; and *ng, g* hard, *k* or *q*.

Some have supposed that a little gust of breath, frequently heard as a kind of hiss after a terminational mute, is the sound or value of the mute, but that is not the case. Any one may convince himself of this by uttering any word ending with a single mute, either *t, p, k, c* hard, or *q, as, cat, pap, tack* &c., and stopping short suppress the gust of breath. He will find the enunciation of the mute to be just as perfect without as with the hiss. This is also proved by the fact that the little hiss is never heard only when the mutes terminate words, as in *patriot, protect, create* &c., and that in words or syllables of three letters beginning or ending with a mute, as, *pat, tap, cup*, &c., the vowel sounds are *all* that are heard. When double mutes end a syllable, the little hiss and its modulation, is all that gives notice of presence of the last mute, and of which of the three mutes it is, as in *fact, abrupt*. This is also true of terminational mutes following the nasals as in *ramp, rent, rank* &c. This little accidental shows plainly that the mutes have no sounds of their own, for it applies just as well to one mute as to another. The values of the mutes consist in the different modulations given to the preceding or succeeding sound. The sounds of the language are modified not only by the respective positions of the organs of speech, but by the *shiftings* of them from the *preceding* and to those which *immediately succeed*. Thus when it is required to have the modulation of *m* or *b* without the sound of either, then the mute *P* becomes necessary to give the modulation required without the nasal or guttural sounds of the two first. This is true also of the use of *t* to supply the modulation of *n* or *d* without sound. So of *k* hard, or *q* in respect to the positions of *ng*, or *g* hard.

[We regret that we are unable to insert all of this article in this No.; our space will not admit of it. The conclusion and No. 4 will be given in our next.—Ed.]

The canal across the Isthmus of Suez, now in process of construction is to be large enough to take ships from the Red Sea to the Mediterranean. No less than 8000 men are engaged in the work.

SCHOOL HOUSE AND GROUNDS.

WALKS AND FLOWERS.

In our last we noticed trees, and next in order come *Walks and Flowers*. But by way of introduction, we must flegellate the printer a little. The last sentence in my last article when penned contained that pet phrase with lovers of the classics, namely; 'The classic groves of Academus.' But lo, when it passed through the magic fingers of the printer and under the ponderous roller of the press, it flattened out to 'classic groves of academies!' This is the second or third time, not however in this office, this phrase has been flattened for me; hence in this particular, I am considerably in the flats. Now Mr. Printers, for there's more than one, if you will repent, *i. e.* be *sorry* and *quit*, we'll square accounts.

Our introduction ended, we reach legitimately our subject, namely, *Walks and Flowers*. 'Ah! strange,' says Grand-Mother Grumpus, 'this is some more of your new fangled idees of edecation; we did n't have no sich things at the school where I got my larnin, nuthen but two big rocks, some stumps and a mud puddle back by the chimney.' Most likely such was the case Grand-Mother in your day, and I fear it is to some extent the case yet, but improvement marks every other department, and I think the school house should not be an exception. The church of fifty years ago, with its backless seats, greased paper windows, and mud chimney, would not do now. Grand-Father's big farm wagon in which the young folks used to ride to church and to weddings has given place to the buggy or the cushioned carriage. The log cabin with puncheon floors, clap-board roof and mud chimney, has been displaced by the neat cottage or the stately mansion. In short, Grand-Mother, Culture is passing her polishing fingers over everything, penciling the light tracery of beauty upon some, and carving the more solid designs of comfort upon others. All things are progressing, all things changing, even *Tempus fugit et Mores mutant*. Startled by the wonderful learning of these last words, she raises her spectacles and exclaims, "there's no use 'posin you, for you hedecated fellers will have your way, or at any rate, you'll have the last and biggest words."

Now fellow teachers and gentlemen trustees, the assent of Grand-Mother, the exponent of the olden time obtained, we have a clear field, unless perchance you, although illumined by a half century's additional light, are not quite prepared to give *your* assent. Assuming then your assent given and you fully ready for the work of improvement, we call your attention to the specialities of walks and flowers.

1. Let it be determined that every school house shall have a neat walk from the front gate to the door, extending if at all practicable along one or both sides of the house back to the out house or place of retirin

Bricks make the neatest and cleanest walks, but in case these are deemed too costly, clean gravel will do well. A few wagon loads of this from the creek or branch will make the walks desired. Now teachers, as in the case of trees, show to your trustees the advantages of such improvements, and if possible have them make the same, you assisting what you can. But if they will do nothing, take the Frenchman's resort, the *dermier*; namely, rely upon yourself and students. In locations where gravel is near, you with three or four of your older students can haul enough gravel in one Saturday to make a very considerable walk.

In rural districts, farmers can usually be found who will furnish a wagon and team. In villages and cities, I do not now clearly see the means to the end; save argument and persuasion on your part. These may do much, in some cases all. Hence try them. Clean boots and neat rooms are obvious, and ought to be potent arguments. The most potent, though perhaps not the most obvious, argument, is the consequent habit of neatness and cleanliness. Neat walks and clean rooms tend directly to such habits.

Lest it may be thought these self-improving plans are rather utopian, I wish to cite a case, in Delaware County of this State, of this kind of improvement. Some of the readers of the JOURNAL will remember the case. This teacher wanted walks, not only from the front gate to the door, which was a distance of more than two hundred feet, but also from the gate to the main street in the village, a distance of more than a quarter of a mile. He first called the attention of his students to this matter, then interesting them in its accomplishment, then got their promises to assist, and then a Saturday or two appropriated to the work, and a neat gravel walk stretched from the front door of the Seminary to the pavement on the main street in the village. Thus was not only a walk made, and the comfort of the students secured, but the teacher was elevated in the estimation of both students and citizens. Fellow teacher, where possible go thou and do likewise.

2. Flowers. Who would not have flowers?

"The fair young flowers,
That lately sprang and stood;
In brighter light and softer airs,
A beauteous sisterhood"?

If it be true, as no one with three grains of common sense doubts, that 'man is to some extent a creature of circumstances;' then the Beautiful has its place as an educational agency. The golden sunset, the silvery lake, the sparkling waterfall, the distant mountain with its azure peaks girdled with streams, the symmetric tree in the foreground of a moonlight landscape, and the gentle flower kissing the air and sipping the dew; all, all are silent teachers of the young heart and intellect. Flowers like sweet sounds, restrain viciousness. Hence let them have a place in

the school house yard. Let them have the special care of the misses and young ladies, the incidental care of the lads and young men, and the occasional attention of the teacher, accompanied with commendations of the taste and skill of those to whose special care they are committed. We hardly need say that if Botany is taught in your school, these will be of avail. Neither need we say that your students will in the general be better satisfied with their school, and in some cases, will even exhibit sweeter dispositions and more amiable tempers. All this and more is obvious to the thinking and experienced teacher. Hence in conclusion, we would say, let trees, walks and flowers, blend their influence in making the school house a pleasant place,—a place that the absent student loves to remember, and to which he longs to return.

INDIANAPOLIS.

G. W. H.

STUDENT LIFE.

A PEN-PAINTED PANORAMA.

Scene First—The Reverie.

I see a room dim-lighted and silent. Pale streams of cold, white moonlight steal through a narrow casement and rest, ghostly and shivering, upon the floor. Embers are turning gray upon the hearth whereby the student sits. His head is resting upon his hand. His face is pale and wears a weary look. His eye is dark and bright, gazing upon the embers turning gray upon the hearth. He sits so long, so still, so wrapped in reverie. Heedless of the moonlight on the floor, heedless of the low wail of the lonesome nightwind, heedless of the chill that creeps stealthily around his frail frame, heedless of the dying lamp-light that flickers faint and fainter by his side.

Books lie profusely scattered on his table. Some are open, yet they are untouched. No mute appeal of printed pages can woo him now. Books have no thoughts so grand, no words so eloquent as are the visions floating through a student's reverie.

Oh, full-inspired soul! Down, down the long vista of departed years he struggles to the strange wonders of the infant world. Amidst the many mysteries of ancient days he treads. He hears the songs of Poe whose sweet lyres first sounded in the long gone days of early Greece. Homer and Hesiod sing for him, and warm Anacreon. He lists sweet Sappho's burning verse, and trembles at the voice of Sophocles.

Back from the dusky labyrinths of the old time he traces the footsteps of the world. He sees old nations fade into the dim, sees armies rise and fall, sees rulers sway and die, sees, all things fade but thought im-

mortal that comes on and on, deathless midst death, and changeless midst all change.

And then the present bursts upon his view—a palace whose foundation is the fled centuries, whose growing walls are lost in the dim atmosphere of the future.

He stops not here, nor pauses, but thinks on—thinks to the end of life, the end of time—to the unknown eternal world where the freed soul shall revel in light and liberty.

Fainter and fainter the lamp-light casts its sickly gleam. Grayer and colder the embers grow upon the hearth. The hours go on and the night-wind rises high and mutters across the fields.

Yet the bright eyes gaze on vacancy while thought after thought in grand and solemn procession tread the hushed chambers of the Student's mind.

Vernon, Ind. Oct. 1861.

[From the German. Translated for the Indiana School Journal.]

HISTORY OF THE CARE OF THE SICK.

From a Lecture delivered before the Inner Mission Society at Frankfort on the Main.

One of the marked features of Jesus' ministry was his care for the sick, and few sayings of His are more memorable than His reply to the disciples of John: "The blind receive their sight and the lame walk, the lepers are cleansed and the deaf hear, the dead are raised up and the poor have the Gospel preached unto them." In accordance with this example the first Christians founded, in the first church, an office for the care of the sick and the poor. The members were called Deacons. Women, excluded so carefully from every other office in the church, were expressly admitted to this. Phoebe, mentioned by Paul, was a Deaconess.

During the persecutions which succeeded the period of the apostles the church sedulously cared for the sick, and hastened when Constantine's reign bestowed the power, to found hospitals. The Philosophers of Greece and Rome amazed, exclaimed: "See how they love one another!" Such institutions were certainly new. Aristotle had declared it an absurdity for a man to say, "I love Zero!" And as classic antiquity knew no real love to God so it knew nothing of that love which one fellow creature bears, for God's sake, to another. "Charity was neither a Greek nor a Roman virtue," confesses Bockh, a thorough and competent judge of antiquity; and Merry in his "Poverty and Christianity,"

"If anything shows that the decay of the ancient nations was an absolute necessity, it is the incomprehensible heartlessness and want of sympathy toward the poverty and misery of the lower classes."

All classic antiquity had not one great hospital in which the sick were tended from a feeling of charity. There were Esculapius Temples, but in these the sick hoped for recovery through mere incubation. There were also houses for wounded gladiators and sick slaves, but the owners of these had them cared for to save themselves from a loss of property.

What a light the want of charitable institutions throws upon the Religion of the beautiful! It lies in the very essence of esthetical religion to thrust the misery of mankind out of sight, wrapped in the robe of self-satisfaction to turn away from the night-side of life.

So great was the impression which the ever increasing number of institutions for the sick made upon the heathen world, that the Emperor Julius found it advisable to enjoin acts of charity upon his heathen subjects. Julius was the ape of Christianity. He aped Christian love. He commanded the building of hospitals in every city and the distribution of wine and grain among the poor.

One of the most noted of the hospitals of the Orient established in the 4th century was founded by the great Bishop Basilus in Cappadocia. The immediate cause of this foundation was the prevalence of leprosy. Called from nothing by Basilus, a new city, consecrated to benevolence rose before the gates of Cesarea. Well arranged houses with conveniences of every kind for the sick and afflicted, stood in streets around a church. Basilus, the child of a noble family and accustomed to luxury from his infancy, reached his hand to the leprous, gave them the Christian, brotherly kiss, and tended them himself. He received the most zealous assistance from Gregory of Nazianzed who regarded the Basilica as one of the greatest works human power had ever brought into existence, far greater than the wonderful but useless productions of the heathen, the walls of Babylon, the Pyramids of Egypt and the Colosseum of Rome. The officers in the Basilica were doctors, workmen, male and female nurses.

The first hospital of the kind in the west was that of Faviola in Rome. Faviola was a noble Roman lady who married after being divorced from her first husband, and after the death of the second husband suffered great remorse for this marriage. The hospital was a work of penance.

Many pious ladies emulated her example. Many gave money but no personal service, for which they were severely reproved by St. Hieronymus, who accused them of weakness and selfishness in avoiding the sight of their afflicted fellow-creatures. When, in the course of time, a certain monkish asceticism made its appearance in the church of Christ and the doctrine of salvation through works became prevalent, the care of the sick became a binding vocation. Thus arose brotherhoods and sister-

hoods the members of which as a general thing took the vows of celibacy, of poverty and of obedience. One of these was the brotherhood of Lazarus named for that Lazarus who lay at the rich man's gate.

The first hospitals in Germany were erected for the sick of leprosy, which, during the middle ages was prevalent in Europe and thought to be incurable. Those who entered generally remained during life.

It is a beautiful feature in the church of the middle ages that it bestowed its charities particularly upon this disease. Many ladies of royal or princely families devoted themselves exclusively to the sick of leprosy. In the person of St. Elizabeth was concentrated in a certain measure the whole high value the church laid upon such works of love. Elizabeth shows in herself the most touching picture of womanly devotion, but also that intensified monkish mortification and self-renunciation which characterizes the piety of the middle ages. Many hospitals received their name from this saint and have guarded her memory to the present time.

During the Crusades rose the religious order of St. John, of the Temple and of the Germans whose duty it was to protect the pilgrim, and tend the poor and sick. The knights of these orders were at first noble and truly serviceable to humanity, but they became in time the boldest of robbers.

Before the Reformation the charity hospitals had deteriorated so much there was a general prejudice against them. Suther found it in many places impossible to continue their existence. The most however were gradually resumed.

The Napoleon wars rendered it necessary to add greatly to the number of nurses, and of hospitals. The following extract is from the report of a physician of that time.

"The formerly well tended hospitals were delivered over to paid attendants mostly without morals, principles or feeling. It was necessary to change the color and appearance of the brandy needed for the sick that the nurses might not drink it all up. Yet it is scarcely fair to call these creatures unfeeling, for they felt immediately for the watches and purses of the sick. The patient who possessed nothing valuable, was of course mistreated, while the possessor of money was flattered and fawned on, nevertheless it was the habit of the rich to die before the poor. If the stationary nurses were bad the marching were horrible. They were often picked up from the streets where they led lives of laziness and thieving; often they were taken from prisons and galleys. With a few exceptions the very refuse of humanity were chosen to that office for which only the purest and tenderest are fit. The ragged, dirty nurses who bore upon their brows the stamp of abandonment spread terror and horror on the way."

At last the hour, when the poor sick were to be given into better hands, struck. Napoleon saw that all the care of hired nurses was worse than

nothing. He sought counsel of the church. To his battle-fields were immediately sent congregations of weak women. Soon after the reformation Vincent von Paula had founded, the Sisterhood of Charity. In quiet this sisterhood had grown and had taken the charge of many hospitals in Lorrains. They had purified the hospitals of Catholic France from the filth of the Revolution. Napoleon III. sent them after his armies to Italy and adorned many of the heroines with the Cross of the Religion of honor. There are now many institutions of the Sisters of Charity. The Protestants have but one objection to them that they are exceedingly zealous in proselyting.

The Evangelical churches have many deaconesses who are distinguished from the Catholics by this that they are far from claiming merit or salvation on account of their works of mercy but devote themselves to the service of love from thankfulness to the Lord, who first loved us and gave His life for us.

As the service, however requires much beside devotion and self-sacrifice, institutions for instruction are necessary. Such educational establishments are the Deaconess Houses with each of which a hospital is always united. Those who enter have to undergo a longer or shorter probation. They are then confirmed solemnly and if it is desired sent away, to take care of the sick in public hospitals, in prisons, or in private families, particularly in families of the poor. If a Deaconess in the faithful performance of her duties becomes sick, weak or old she finds in the Deaconess House a safe and sure retreat where she now receives the tendance and care she has given to others. The pattern of all Deaconess Houses is Kaiserswerth on the Rhine. It has many branch institutions in Germany, one in Pittsburg, and many in England founded by Florence Nightingale who received her training in Kaiserswerth.

EXAMINATION OF TEACHERS.

Besides the text book examination, we submit the propriety of something additional. I am aware there is no law enabling the examiner to enforce answers in the department proposed; nor would we insist upon answers where reluctance was obvious,—yet we propose the asking of these questions, believing the very *asking* in many cases would accomplish the end proposed. Some of these questions should be these:

1. Do you think the teacher ought ever to allow himself to use profane or vulgar language either in the presence of his pupils or elsewhere?
2. Should the teacher use tobacco in the school room?

3. Should the teacher always strive to present, in his own person and manners, a *model for his pupils*?

4. Do you attend the Institutes and Associations (if there be any), of your County?

5. Do you read any works on the Science of Teaching?

6. Do you read any School, or Educational Journals?

We suggest that the mere presentation of these and kindred questions, together with the accompanying remarks of the examiner, will do much toward the end proposed. If any examiner is at a loss as to the *how* of applying these questions, we would suggest the writing of them on the black board, then their reading by the examiner, then the vote by the teachers as a body, a visible vote, so that the teachers might learn the sentiments of their co-laborers.

We submit further, the propriety, yea the necessity of examining the teacher, in some degree, in the Theory of Teaching. On the *how* to do this, we are not yet quite clear. We are however clear on the sequences; first of which would be the begetting of the conviction in the minds of teachers and patrons, that there is a *science* in teaching.

Secondly, It would lop, or tend to lop from the profession, the Stepping-Stone-Teachers, viz., those who make teaching a stepping stone to the other professions. They in general have no *theory of teaching*, hence would not get through this department very safely. This might sometimes cut off the worthy, for which we should be sorry, but usually, the unworthy, a result which both the profession and cause demand.

Without elaborating this last point, we may say that we honestly believe that both the profession and the cause of education demand such examinations. Further it is our firm belief, that only a few years will elapse until this department will form an essential element in every examination.

Examiners, I am aware there is a very slight difficulty with some of you in carrying out this plan, namely, you are not practical teachers yourselves, hence not very clear in the Science of Teaching. It strikes us, that this will be somewhat in the way, but of course you can put the blame on the County Commissioners who made the appointment. We know one county in which the teachers propose to examine the examiner, and the presumption is, that he will have to "stand from under." It is a pity that County Commissioners will subject their friends to such trials. Respectfully submitted. H.

A manuscript of John Huss, hitherto unknown, has been discovered in the Imperial Library at Prague.

Oliver Goldsmith's memory is to be honored with a statue in Dublin.

Practical Teaching.

(2)

A. R. BENTON, EDITOR.

SCHOOL-MANAGEMENT.—No 7.

In concluding this series on School Management I desire to make some suggestions on several topics, each of which is deserving of more extended discussion than can now be given. It is not supposed by the writer that the whole ground suggested by the caption, "School Management," has been surveyed and mapped out in these articles, but rather, that a small portion only of the territory has been examined and much is left to other explorers. The field is large and will repay the diligent cultivator.

1st. The first suggestion that I would make is, that every teacher should be alert to provide as far as he can for the *comfort* of his scholars. This may be done in various ways. The seats should be so arranged, especially for small scholars, that they may experience the least fatigue. Their feet should touch the floor. The seats also should be provided with suitable backs. By making some stir about these matters and in a way taking the part of the scholars against avarice or carelessness on the part of Trustees, a teacher will become endeared to those benefitted by his efforts, for their physical comfort. Nor should he be unwilling to take the scholars into his confidence and counsels for making the school room more attractive or comfortable. It is a delicate compliment to their understanding to ask their advice in these matters of improvement.

2nd. The teacher should feel in some degree responsible for the *health* of his scholars.

It is not stating the case too strongly when we affirm that injudicious management at school often lays the foundation of dangerous diseases.

Hence the *posture* of the student should always command the attention of the teacher. If sitting, allow no habitual bending over, or supporting the head with the hand, having the shoulders elevated out of place. It is suicidal to compress the vital organs in sitting, by bending upon them the weight of the shoulders. And in standing, there can be no clear, distinct vocalization without an erect posture, with the shoulders slightly thrown back. This contributes to grace of motion as well as to a graceful elocution. The teacher should be both a monitor and example of what is correct in the posture and carriage of the person.

The health of scholars too, is closely connected with the *ventilation* of the room. The lassitude of the scholars will be the best evidence of defective ventilation. Dullness will come on, if the air is not replenished with a pure supply. There is danger of neglecting this during the win-

ter months, but nature cannot be defrauded with impunity in winter, any more than in summer.

The teacher especially needs pure air, for without it he soon becomes hoarse and a prey to pulmonary disease. A close, warm, unventilated room is nearly equal to chloroform in superinducing drowsiness. To keep a school wide awake give them fresh air in abundance.

3d. Moreover in order to manage a school well, it is essential to give full employment to the scholars. From much experience I am persuaded that one of the best aids to discipline is constant employment. If the mind of the pupil can be engaged on his work, he will be less likely to devise mischief and annoy the teacher.

This is almost a specific in the case of those called bad boys. They are such generally from an excess of activity and excitability. Aim to have this expended upon books, and should you succeed they become the bright boys of the school.

4th. I would also urge that an exercise in vocal music if possible should close the day, and it may be resorted to when weariness or dullness comes over the school. Apart from the benefit of this exercise as a means of vocal culture, it has a refining and moral tendency not to be overlooked. At the close of the day nothing is better calculated to calm the excitement and soften the asperities that have been engendered than this wholesome and invigorating exercise. The little infelicities of school association may often be removed by "the concord of sweet sounds" and all evil spirits exorcised as was the evil spirits of Saul by the strains of David's harp.

5th. Lastly, in dismissing school, the teacher should still aim to secure order and decorum. It is not desirable to end the labors of the day with tumult and confusion. In order to avoid this, it is well to dismiss school by sections of seats, or perhaps better still by numbers embracing those of the same age. If the school is composed of forty scholars, divide them into eight classes graduated by age, and dismiss number one, two, etc., successively until the whole is disposed of. The advantages of some such an arrangement must be obvious to any one who will reflect upon it.

Here too is a moment that may be turned to account, in teaching, especially the younger ones, how to take leave with politeness, by bowing an evening adieu, which must be responded to by the teacher.



DEPARTMENT OF PUBLIC INSTRUCTION

OFFICE OF SUPERINTENDENT, Indianapolis, Oct. 23d 1861.

EDITOR SCHOOL JOURNAL.—Some months ago, I informed your readers of my official visits, which I had just commenced under most favorable auspices. Shortly after that communication our country was plunged into civil war by the rebellion of a part of the States of this Union.

Our Legislature was called together, and I was obliged to be in the Capital during the Session, as some changes in the School Law were to be considered. In June I again commenced my visiting. Out of respect for education, some attended my meetings, though I could see their thoughts and hearts were elsewhere. After the battle of Manassas, I am glad to say that I was passed by unnoticed, and my appointments, some of them, wholly unattended. I thus visited twenty counties. Everywhere, County examiners, auditors, treasurers, trustees, directors and teachers were enlisting, or in some way assisting in the patriotic work of putting down this wicked rebellion. I found myself for the time being the fifth wheel of a wagon—wholly out of place, so far as the work of an educator was concerned. I felt that my calling meetings, and imposing myself upon the people at a time like this, was insulting to them. I found abundance of work to do in each county looking after the material part of our system. The State Board met on the 22nd inst., and among other matters considered the policy of public educational meetings on my appointments. The enclosed extract from the Daily Journal gives you their action. Before my first year expires I shall have visited every county in the State; but hereafter, until the present difficulties are over, I shall only hold educational meetings where the county alone makes the appointment. I shall go unheralded from county to county, looking after the finances. I hope that those complaining teachers will now be satisfied as to why I do not hold Institutes in their counties. Many of them I fear do not make use of their knowledge of mathematics, when thinking of the work they should require of the Superintendent. Some think he should hold an Institute of a week in every county, and even in every township. There are ninety-three counties in the State, and over one thousand townships; and yet there are only fifty-two weeks in the year. Indiana contains over 5,000 more square miles than the States of New Hampshire, Vermont, Massachusetts, Rhode Island and Connecticut put together. It would be well if many grumblers would think of this; and that they should further reflect, that we must have a General Government before we have a State Government, and without a State Government there can be no school system. We are glad to know that hundreds of our best teachers are now in our army, battling for the right, and a peace that shall foster and promote the cause of Education in our State. I would say to every male teacher, shoulder your musket and off to the wars, and leave the education of the children to the ladies, who are in every respect more peculiarly adapted for this work than men.

MILES J. FLETCHER,

Sup't. Pub. Instruction.

—We have not room for the article from the Daily Journal, alluded to above, or we should insert it. In substance it is this: At a late meeting of the State Board of Education, in view of our national difficulties, the Superintendent was directed to suspend educational appointments for the present, but to carry out, with energy and scrutiny, that part of the law relating to the investment and safety of the School Fund in the several counties; to visit as many educational institutes as he can, and comply with such appointments as may be made for him as far as possible.—*Ed. SCHOOL JOURNAL.*

Mathematical Department.

DANIEL KIRKWOOD, EDITOR.

PROBLEM No. 229.—By A.

What common fraction is equal to the circulating decimal .882352941-1764705 ?

PROBLEM No. 231.—By A.

What do forty-three degrees, six minutes, and twenty seconds of our circular measure amount to by the French system ?

PROBLEM No. 232.—By Q.

Inscribe the maximum rectangle in a given circular ring.

PROBLEM No. 233.—By Q.

Given the equations

$$\begin{aligned} ax^2 + by^2 &= c, \\ xy &= d; \end{aligned}$$

to find the value of x and y .

PROBLEM No. 234.

Given the equations

$$\begin{aligned} x^3 + \sqrt{x^3 y^3} + y^3 &= a, \\ \sqrt{x^3} - \sqrt[4]{x^3 y^3} + \sqrt{y^3} &= b \end{aligned}$$

to find x and y .

PROBLEM No. 235.—By P.

Find the diameter of the sphere, which placed in a given conical glass full of water, shall cause the greatest quantity of water to overflow.



Resident Editor's Department.

STATE TEACHERS' ASSOCIATION.

While there may be several reasons why we should expect a smaller attendance than usual at the coming meeting of our State Association, there are certainly many reasons why there should be a larger attendance. True the general derangement of affairs, occasioned by the war, has the effect to make men feel less able to incur the expense of attending associations, conventions &c.; yet after all, business and enterprise are not suspended, but simply directed to new objects and in new channels.

Looking to the recent educational meetings in sister States, and to Institutes in our own State, for data of attendance, we have much to en-

courage the hope for a large and good meeting during the holidays. The inducement for teachers to attend, who are really in earnest in their work and desirous of improving and progressing, is much superior to anything ever presented heretofore in this State at least, and we think equal to the best anywhere. Read carefully the order of exercises for the coming meeting, published on another page, and see how completely the whole matter of schools, up and down, outside and inside, mentally, physically and materially, is set forth for consideration. Everything is practical and pertinent to the hour; and the individuals announced for the various special exercises, though mostly new actors in the Association, are live teachers and earnest laborers in the great educational field, and will do their part well.

We do hope that professional interest, as well as professional pride, will bring to the Association many teachers from all parts of the State. Let teachers who receive this Journal show the announcement to others, and see if there is not something among the many excellent things proposed that will induce them to attend.

H. H. Y.

HAMILTON COUNTY INSTITUTE.

The Hamilton County Institute met pursuant to call at Noblesville, Aug. 5th, 1861—being the third held in the County—and continued in session one week.

The Session was opened by Prof. G. W. Hoss, of Indianapolis, who presided as Superintendent.

Classes were then formed and successfully conducted in Primary Reading, Elocutionary Reading, Mental and Practical Arithmetic, English Grammar, Composition, Rhetoric, and Algebra. Methods of teaching Spelling, Writing and Geography were presented, though no classes were regularly formed.

Instructors, G. W. Hoss, O. C. Lindley, Isaac Jones, E. G. Martin, A. H. Coffinan, Miss Maggie Wann, and Cyrus Smith.

Though the number of teachers present at the opening of the Institute was small, there was a daily increase in number and interest, so that the last two days of the session were largely attended, and, manifestly, a growing interest was felt in the exercises.

In addition to the regular class exercise, Prof. G. W. Hoss delivered a lecture each afternoon before the Institute on Modes of Teaching. These we believe constituted an important feature of the Institute, being eminently practical and instructive.

Two evening lectures were delivered before a public audience, by the Superintendent, both of which were highly interesting and instructive; showing evidently that the lecturer had given his subjects deep and careful thought.

On the fourth day of the session a motion was unanimously adopted to form a permanent Institute organization for the county; and Isaac Jones, E. G. Martin and Martha Wilson were appointed to draft an essay for a constitution and produce it to the next session.

On the fifth day of the session the committee appointed for that pur-

pose produced an essay of a constitution, which was adopted and received 26 signers.

The Institute then organized by electing Isaac Jones President, Zenas Carey and O. C. Lindley Vice Presidents, Martha Wilson Secretary, and A. P. Howe Treasurer.

The following resolutions among others of a local nature were adopted:

1. **RESOLVED.** That we, the teachers of Hamilton County shall ever regard Education Moral, Intellectual and Physical, as indispensably necessary to republican institutions, and we believe it to be the superlative duty of all good citizens and every lover of his country to co-operate with teachers in this great and good work.

2. **RESOLVED.** That we earnestly recommend the INDIANA SCHOOL JOURNAL as a valuable means of imparting practical information in regard to teaching, and the diffusion of useful knowledge generally. Hence we as teachers should feel it a personal duty to use our efforts to extend its circulation.

3. **RESOLVED.** That teachers who, through indifference, neglect to attend Teachers' Institutes in their own Counties, show a want of one essential element of a good teacher: namely, the disposition to sustain and elevate the profession.

4. **RESOLVED,** That we tender our hearty thanks to Prof. G. W. Hoss, of Indianapolis for the encouragement he has extended to the cause of Education in this County by attending and superintending the Institute.

A Social Reunion was held on the last evening, the exercises consisting of essays, miscellaneous productions, recitations, toasts and responses. It was a pleasant occasion, in which the teachers generally seemed to enjoy the social feelings. It will be long remembered by the teachers of Hamilton County.

The Institute then adjourned after a session of five days, leaving an impression on all who attended that they had been amply repaid for the time and pains they had taken.

A Report of the Wayne County Teachers' Institute will be given in the December No. Mr. A. C. Shortridge will edit that No.

An article in regard to the Jennings County Institute arrived too late for insertion in this number. It will have a place in next.

Moses Soule, formerly of Clinton, Vermillion Co., has removed to Fulton, Ill., and now occupies the chair of Disciplinary, and Professor of Ancient Languages and Literature in Western Union College. A circular of this institution, sent us sometime since by Mr. S., has just found its way to our table, having got into the wrong box in our P. O. We will notice it again.

Mr. G. W. Smith, formerly Principal of the Yountsville Academy, has been elected to the chair of Mathematics and Natural Sciences in the "Tippecanoe Battleground Institute," and has accepted the position.

W. H. Venable, of the Jennings Academy, writes, Oct. 14:


"I am able now to report some progress in this section. Yesterday we had a Teachers' Association at the Academy Building, and, I think, with promising prospects. Officers were elected for the coming year, and the next

meeting appointed for Butlerville on the second Saturday in January.

Our school here is moving pleasantly on. The total attendance is about 180. We have good classes in Geometry, Henkle's Univ. Algebra, Chemistry, Latin and French. Daily lessons are given in Spencerian Penmanship and Elocution with the latest improvements. All the pupils are required to engage in a daily spelling exercise. Vocal music lessons are given twice a week, and we require both compositions and declamations.

Our school government is established on the Self-Reporting System."

Dr. Lewis's Normal Institute for Physical Education will open its second course on Jan'y 2nd 1862. Those interested can send to him for a circular.

"BE SORRY AND QUIT."—Prof. H., in whose article on Trees, in last No., the phrase—"Classic groves of Academus" was printed, 'Classic groves of Academies,' enjoins upon us to "be sorry and quit." We will venture to promise this only on these conditions, viz., that the Professor will improve his hand-writing, or give us free lessons in deciphering hieroglyphics; otherwise we may violate our pledge.  See 'Walks and Flowers.'

PENMANSHIP.—Mr. J. B. Mallett, editor of the Educational column of a Decatur county paper, sends a printed article on the subject of Penmanship, from which we condense a few items. We have not room for the whole article.

The adoption of some particular system of penmanship is urged upon teachers, as essential to progress and success in this art. The "Semi-Angular" or Spencerian system is recommended. Mr. M., says:

"I have observed that in counties where a single system is mastered and taught, the general average is thirty per cent. higher than in those where every teacher has a system of his own.

"Cannot a scheme be devised by which teachers generally will be united in a method of teaching writing, and thus a new and successful quill-era be inaugurated? We need a nucleus—a beginning point."

He then proposes that a State Teachers' Institute be held at Indianapolis, in July next; that every teacher who can attend prepare a nice specimen and bring it to the Institute, nicely framed; and thus furnish the materials with which to open a State Writing Gallery. Those who could not attend could forward their specimens, even from other States.

Those favorable to such an enterprise may address J. B. Mallett, McCoy's Station, Decatur County, Ind.

BOOK, NOTICES.

WILLSON'S READERS.—This series of School and Family Readers has met with such a cordial reception from the public that its success is demonstrated beyond question. And why should they not meet with favor? There is everything to recommend them—simplicity, natural and accurate gradations, cheapness and complete adaptation to any condition or sphere, which cannot fail to secure for them a place in the best schools. See advertisement on second page of cover.

ALLEN'S CLASSICAL HAND-BOOK. Boston: Swan, Brewer & Tilsen, 1861.

This is the most complete and useful synopsis of Classical Geography, Chronology, Mythology, and Antiquities yet published, within our knowledge. The sketches are very brief and terse, yet sufficient to show the connection of each state with Universal History. It contains all that is essential in a reference book, which it is mainly, and will be of great utility to the student of Ancient Geography and History.

THE
Indiana School Journal:

INDIANAPOLIS, DECEMBER, 1861.

VOL. VI.] A. C. SHORTRIDGE, Editor this month. [NO. 12.

OBJECT TEACHING.

Perhaps we cannot do a better service, in this article, than to answer briefly the question "*What is Object Teaching?*"

True object teaching is a means of mental discipline. It trains the eager inquisitiveness of children, so as to increase the appetite for knowledge. It stimulates the desire to know, and thus removes the tedium of learning. It is a systematic exercise of the senses which encourages the budding intelligence of the young mind.

Many suppose that object teaching consists in the giving of desultory and promiscuous lessons about the common things of every day life, embracing all manner of subjects, animal, vegetable and mineral, from Adam to the Slavery rebellion—given without a definite purpose, arrangement, or well defined end, except it may be the vague idea that this conglomeration will somehow turn into instruction. It is of vital importance that this matter be well understood at the very outset. Instruction is *not* the chief aim in object teaching; it is rather that of *development*. Instruction is only the means employed for developing the child's mind; and the teacher should have far less concern about the amount of instruction communicated to the child, than for the discipline of the mind in *observing, thinking and expressing*. Development is a gradual process, and cannot be produced by experimental jerks with lessons on all kinds of objects; it is attained by steady, uniform and systematic progression.

The child's mind is bewildered and weakened, rather than developed and strengthened by desultory and promiscuous lessons. His desire to know is *not* fostered by showing him through a whole mass

seum of unconnected things; but rather by leading him to observe attentively the wonders of one class at a time. Constant variety, with no connection between the objects, prohibits clearness of conception and depth of knowledge. Exact and clear knowledge of a few things makes the possessor more intelligent than a vague and shallow knowledge of many things.

Object teaching is leading the child so to observe whatever is about him, that he will gain knowledge by seeing, hearing, feeling, tasting, smelling, and the muscular sense, at the same time training him to represent through writing, drawing, acting and speaking, whatever is thus learned. Object teaching is not so much the teaching of science, as it is *scientific teaching*.

To show a child a piece of lead and tell him that it is called a metal, or mineral; that it belongs to the mineral kingdom; that it is obtained from deep holes in the ground, called "mines"; that it is flexible, heavy and fusible, and then for what it is used—to do all this is *not* object teaching. It may put the child in possession of certain words, which, if remembered, will enable it to answer your questions, What is this substance called? To what kingdom does it belong? Where is it obtained? What quality does it possess? For what is it used? The child may be able to answer all these questions, and yet its mind not be trained so as to enable it to take up any other object, and discover for itself any of its qualities. Such a process is merely an exercise of the memory, without development of the other powers of the mind.

In giving an object lesson on lead, the teacher should first let the pupil take the lead into its own hands, examine it, tell how it looks, how it feels, what is its color; whether heavy or light, whether it will bend easily, and to mention all the uses that it knows for lead. When the child says the lead is easily bent, the teacher tells him that we say lead is *flexible* because it may be bent easily. He then prints the word flexible on the blackboard so that all the pupils can see it, read it, and spell it; then with a strip of tin, paper or whalebone, he shows the same quality in other objects.

When the idea of *flexibility* is clearly understood, the teacher proceeds to explain *fusible* in a similar manner. A piece of the lead is melted in the fire; or by the candle. The word printed on the board as before; then other objects are shown to be fusible by melting them, as wax, gum, etc. After this the teacher adds those facts which the child cannot learn by examining the object itself, as for

what it is used, where and how it is obtained, etc.

This process is object teaching, and it will readily be perceived how it would soon form such habits of systematic observation as would enable the child to take up similar objects, and by its own experiments learn all its leading qualities. This process does not depend chiefly upon the memory of words for retaining the knowledge, but upon the memory of the thing itself, which will readily call up all the facts associated with it. This process puts the child in possession of the *real* knowledge, and also enables it to remember the needful words more easily. This process interests the child, awakens a desire to learn, and develops its powers of mind.—K. A. C.—*New York Teacher*.

CLASS DRILL IN ORAL SPELLING.

As an article containing many practical suggestions on the subject of *Oral Spelling*, we commend the following to the teachers of Indiana. Many teachers do not realize the importance of this constant *drilling* in all spelling exercises. That it is the only possible way of securing thoroughness in this branch, is our experience.—ED.

In teaching spelling, *always have a high standard*. As a general rule, teachers of spelling assign too many words for a lesson. No more words should be assigned than a scholar can fully master with reasonable diligence. Instead of being able to spell *most* of the words pronounced, he should spell *every* word with accuracy and certainty. This should be the standard. Anything less than this is evidence of a want of thoroughness. If scholars know they can miss *one* word creditably they will care less about missing two or even more. I have known teachers to fix their standard even lower than one word, looking upon two or three failures in *twice* as many trials as very creditable spelling. Indeed, many teachers have no standard at all. I am aware that perfect accuracy cannot be secured in classes composed of scholars of unequal attainments. A few failures may be made to occur. Still this fact does not make the standard a nominal one. Perfect accuracy is the aim of the scholar; for this he studies. Even one failure disappoints and nerves him to the effort "to do better."

In addition to the requirement of accuracy, the teacher should secure the spelling of *every* word before the scholar is released from the task. This may be done in various ways. The failures may be reviewed at the close of the lesson or at a given time, subsequently; scholars may be required to remember every failure and write the words missed on the black-board. These words may be kept upon the board, spelled daily, and finally all reviewed weekly or monthly, or both. This can easily be done, if very few failures occur, and in well drilled classes this will always be secured. Interest your scholars in spelling; be interested yourself; abhor poor spelling; set your face against it; and good spelling will crown your efforts.

Permit but one trial on a word. The once very common error of permitting scholars—especially young scholars—to try a *second* time, before regarding their efforts a failure, is even more ruinous in its influence, than a low standard in regard to the number of words missed. If a scholar cannot spell a word correctly the first time, he does not *know* its orthography. A success or a failure after that is the result of mere guessing. It is true that correct spelling on the first trial may be a lucky guess. The skillful teacher, however, will soon learn to detect a *doubt* and give the scholar the benefit of a second guess which may not prove so fortunate.

I need not condemn the pernicious habit of helping scholars through a word by shakes and nods of the head, by approving smiles and telling frowns, and all that sort of folly. Such conduct is a *vice* in the school-room and deserves execration. The teacher guilty of it ought to be summarily expelled as a nuisance. And yet, I have seen teachers of small children go even farther than this, by actually articulating the letters. I now recall one or two instances of examining a class with the teacher at my back trying to *telegraph* what she had been accustomed to communicate with less trouble!

The practice of permitting scholars to assist each other by signs, whispering, etc., makes the spelling exercise a farce and a mockery. If this is done by the scholar adroitly and deceitfully, it becomes an abomination. Such an exercise might very properly be called a lesson in *lying* by means of *spelling*. A drill in spelling should throw a scholar upon his own knowledge and resources, completely and thoroughly. There should be no guessing or assisting.

Try to make scholars miss. The custom of pronouncing all the words of a spelling lesson in order and each word but *once*, is a dull and almost useless routine. One object of a spelling exercise is to

fix the exact orthography of words in the memory ; to "set" the impressions received during study.

Now the orthography of most English words is *natural* or easy ; other words are spelt *artificially*, and are known as difficult words. The orthography of the word *men*, for example, is natural, and is remembered without special effort ; The word *mien* on the contrary is artificial and is liable to be misspelled. These difficult words in each lesson should receive the most attention. They should be pronounced and repronounced and in such a manner as to make each scholar *know* he is right. The habit of saying *next*, only when a word is missed, and always pronouncing another word as soon as the last is spelled correctly, should be avoided. This is an assistance to the scholar and destroys self-reliance. He knows from the last scholar's spelling how *not* to spell the word and is thus assisted to spell it correctly.

Words whether spelled correctly or incorrectly should often be passed to other scholars and always in such a manner as to prevent one scholar's depending upon the spelling of another. I regard this an important suggestion. The best teacher of oral spelling I have ever known, was very skillful in this direction. "Next" simply passed the word to another for his spelling, and neither the tone nor countenance of the teacher gave a trace of a decision as to the last scholar's effort. * * *

Pronounce the words correctly. There are two very common errors in pronouncing words. One consists in giving a [wrong vowel sound in unaccented syllables. This is sometimes done humanely(?) to keep scholars from missing. The word *grammar*, for example, is pronounced, without accent, gram-mar, edible, ed-i-ble ; vanity, van-i-ty ; syllable, syl-la-ble, etc. Unless a scholar is *deaf*, never repeat a syllable by itself.

The other error is the opposite of this and consists in *mumbling* all unaccented syllables, omitting consonant elements and reducing all short vowels to an obscure short u or i. The word *excellent*, for example, is pronounced *ex-sul-unt* ; government, *gov-ur-munt* ; separate, *sep-rit*, etc. It is true that the vowels have alike the sound of short u in many words. In other words, however, equally if not more numerous, each of these vowels has its *own* short sound, though obscure. The voice should certainly mark the difference between these short vowels in unaccented syllables, whenever such difference exists.

Every word should be pronounced in a spelling exercise precisely as it would be spoken in *distinct, slow reading*. The voice should be natural. Avoid the "spelling tone."

Secure the correct pronunciation of each syllable. I urged the importance of correct syllabication in my suggestions upon the reading of the spelling lesson; but there are two common errors in oral spelling which deserve special notice.

I find very few classes taught to pronounce the first syllable of such words as away, afraid, enough, Italian, etc., or the last syllable of pity, lily, many, shadowy, etc. In spelling the first class of these words, neither syllable is pronounced. In speaking these words, what element represents the single vowel? This sound should be given as the pronunciation of the syllable in spelling.

It is also quite common to permit scholars to pronounce syllables incorrectly. The third syllable of hypocrisy, for example, is pronounced as a *syllable* with *i* long, but as a part of the *word* with *i* short. Now each syllable should be pronounced by itself precisely as when the whole word is spoken.

Review often and advance slowly. The practice of taking classes half through a speller every term is a great mistake. The mere fact that a class can spell all the words of a lesson, the next minute after closing the book, is no evidence the same can be done in one week, one day, or even in one hour. But the true value of a spelling exercise depends upon the *permanency* of its influence. If lesson after lesson is assigned, spelled, left and *forgotten*, the exercise is in a measure profitless. The orthography of words can only be fixed in the memory by constant and persistent reviews. The difficult words of the preceding lesson or lessons should be brought up daily. Nor is this enough. Let every fifth exercise be a review of the last four.

The plan of examining classes upon every ten lessons of the speller before permitting them to advance, is a good one. The test should be thorough and searching. At least, *ninety-five* per cent. of the words pronounced should be spelled correctly as a condition of advancement. If a perfect standard is insisted upon in each daily exercise, not more than five per cent. of the difficult words of ten lessons should be missed in an oral test or examination. Proceed with the next ten lessons in the same manner. Review and examine. Then review the preceding ten lessons and examine the class on the *twenty* lessons. Then advance ten more lessons, reviewing and examining as before. Drill, *drill*, DRILL.

STUDENT LIFE.

A PEN-PAINTED PANORAMA—SCENE SECOND.

Despondency.

The student's brow is sad. Severe thought has blanched his face. His thin hand rests upon the pages of his book. He looks out upon the still stars. "A poet has said this is the time for study,

'When heaven's light
Pours itself on the page, like prophecy
On time, unglooming all its mighty meanings.'

It may be so. But why this striving to know? Why this throbbing of brain and shooting agony of overtaxed eye? Go, books! The preacher said right, "Much Study is a weariness of the flesh;"—a weariness, and only this.

What have I gained by these many hours and days of application? My mind to other minds is but a glow-worm in the grass, to yonder burning stars in Heaven. The more I strive to grasp the less I gain. Mine, mine, alas, is not the scholar's crown, mine not a chamber in the temple of excellence, nor a word of praise from the lips of Fame. I'll strive no more; I'll leave the dusty rough ways of science for the toilsome race of more ambitious, more successful labors. I'll sit beside the rough ways and laugh at the struggles of those who choose to strive. What do they win at best? Only indeterminate glimpses of glorious fields that only God can survey.

Yet, 'tis true, these glimpses, though indeterminate are of glorious fields. I cannot sit down here. On, on, my insatiate soul says—on! Body, I hate you for that you are tired and faint. Brain, Brain, arouse—grasp out with firmer grasp—seize ye these truths that men have written in books. Is there not Omnipotence enough in thee to understand what other brain hath known? Work—for I *must* wring from the pages of these books the blood of thought that pulses here!

Vain effort. Poor Student—thy spent powers must be restored by rest. Something is stronger than thy will. It is Fate—Fate the All-Limiter. Poor Student—I see the gloom gathering more darkly on thy face. I mark the pained convulsions on thy throat and see the struggles to keep back the tears. Fate conquers. The cloud bursts; the tears fall. It was a brave contest, noble boy; a long, hard struggle to be Superhuman—to climb above the battlements of Fate and "breathe the fire of the immortals."

All brave souls so strive, *Not* all brave souls,—only the bravest of brave souls. And all are sometime overcome by Despondency.

Let the tears fall. Let great darkness brood over your soul ;—it will be like night to the earth, making morning possible. Your soul-morning will be all the more radiant and beautiful.

Now, out upon the sky, a heavy and gray and gloomy cloud widens and thickens and blots out every star.

Maon, sad wind ; dole out your grief Oh rain ; tree, out in the dark, shiver through all your leaves ; clock in the lonesome, distant spire, strike one,—two,—three.

The weary student slumbers in his chair.

VERNON, Nov. 1861.

THE TEACHER'S MISSION.

1. *A comprehension of the nature of the work, or the true mission of the teacher.* It is the teacher's work to deal with the tender and plastic minds of youth ; to guide and direct them ; to mold and fashion them ; to lead and lure them through the "devious paths of childhood," and rightly equip them for the duties of life—for true manhood—for active and useful service. It is for the teacher to determine, to a very great extent, what shall be the future condition and influence of his pupils. If he is earnest, faithful, wise and judicious, he will daily impart such training and instruction as will tend to expand the being of the youth under his charge, into useful and virtuous action. What he *is*, what he *says* and what he *does* will be manifested in the lives of his pupils. Indeed he will live in them and through them, so that he will be largely accountable, under God, for their future action. What a responsibility, then, has the teacher ! And a proper sense of this responsibility is essential to success,—indeed, it is the foundation of success.

2. *Enthusiasm.* No man can be successful in any calling unless he has much of the spirit of enthusiasm,—and in order to have this he must feel that his work is an important one, a work worthy of all his talents, energies and efforts. John Milton said, "If two angels were to be sent from Heaven, the one to be monarch of an empire, and the other to be a chimney sweep, the difference in their minds

would not be the value of a straw." The idea was that a consciousness of the true importance of the work assigned would entirely engross the mind and capacities of the agent called to its performance. This spirit should inspire the teacher. He should feel—and certainly he may feel—that his mission is not only an honorable one, but that it is highly important, and with this spirit and feeling he should, with all his heart and powers, devote himself to the prosecution of required duties. Then he will possess enthusiasm, or rather enthusiasm will possess him, and if his zeal is tempered with knowledge and modified by common sense, his labors will be crowned with abundant success. Teacher, have you this enthusiasm? If you have not you are not thoroughly equipped for your work and you cannot reasonably hope for the best results. Do you ask how you shall secure it? In answer we would say, meditate much and often upon the nature and bearing of your work. Instead of looking upon your pupils as so many heedless youth over whom you are to hold a sort of control a few hours daily, regard them as so many deathless and priceless gems which you are so to fashion and polish that they will become both useful and ornamental parts in the great frame-work of society.

3. *Professional feeling, and if possible, professional training.* Too many engage in the work of teaching who have no feelings or sympathies in common with others engaged in the same work. They isolate themselves and say nothing, do nothing, think nothing for the general good of their calling. They are supremely selfish and secluded, and the profession receives no benefit from their efforts. We believe that the best good of the profession demands special professional training, and that such training, rightly given, will tend to promote true professional spirit and feeling. The clergyman, the physician, the lawyer, each and all pursue a special course of study to qualify themselves for their duties. The teacher quite as much needs special preparatory training, and yet, until within a few years, no attention has been given to the subject. We hope the time will come when a professional course of study will be deemed as essential for the teacher as for either of the other professions.—*Connecticut Common School Journal*.

The expense of graduating at Oxford is ordinarily about \$5000.

GLEANINGS.

BE TRUTHFUL TO CHILDREN.—Some people tell lies to children, with a view of enjoying a laugh at their credulity. This is to make a mock at sin, and they are fools who do it. The tendency in a child, is to believe whatever is told, is of God for good.— It is lovely. It seems a shadow of primeval innocence glancing by. We should reverence a child's simplicity. Touch it only with truth. Be not the first to quench that lovely truthfulness by falsehood.—*R. I. Schoolmaster.*

GIVE CHILDREN LIGHT.—A baby can no more flourish in the dark, than can a flower. Like the flower it needs the sunshine, and should like it have the direct rays of the sun. You need not fear its eyes will be injured if the sun shines in its face, and when you take it out to ride, unless the sun be coming down very strong, do not cover its face with the carriage top.

An open window, with the direct rays of the sun coming in, will be good for the little one. After its morning bath, on a hot summer day, to lay it down near the window, quite nude, and let it be for some minutes where the direct rays of the early morning sun may fall upon its skin,—will give it new life.

No room is fit for a nursery, unless it is well up from the ground, well ventilated and sunned. If it has the morning sun it is an advantage.—*Lewis' New Gymnastics.*

SINGING.—The effect of music is powerful. In a school it has a tendency to promote cheerfulness and to help discipline. It also furnishes a very pleasant relaxation from study. Wherever it has been faithfully and systematically tried, with well qualified instructors, it meets with general commendation. To unite in singing at the opening of a school, seems to compose the mind and fit it for study; and to sing at the close of the school, when the perplexities and duties of the day are over, tends to allay all irritable feeling;—to unite hearts; to bring rays of sunshine to clouded countenances, and make the associations of the school room pleasant and inviting.—*Maine Teacher.*

The author thinks nothing more absurd than the common notion of instruction, as if science were to be poured into the mind like water into a cistern that passively waits to receive all that comes.

The growth of knowledge we rather think to resemble the growth of fruit ; however external causes may in some degree co-operate, it is the internal vigor and virtue of the tree that must ripen the pieces to their just maturity.—*Harris in the preface to his Hermes.*

It seems to me that the object of education is to produce men practiced in business, with enlarged minds and correct judgments, and men of learning not unversed in the world. Now as to our practical men, they owe their knowledge, *not* to their education, but to the necessities of life ; all they have ever learned at school they have long since forgotten and very little regret ; and as to our learned men—they are what they are.

But how great, I would ask, is the learning the youth can bear away from school, however you may facilitate its acquisition ? So minute a fraction of that he must afterward acquire, as scarcely to deserve mention. The importance of school education, then, can never consist as much in what it teaches, as in the method it uses, and to which from boyhood it accustoms the man for acquiring and giving certainty to knowledge and putting that knowledge to use.—*Outline of a System of National Education.*

TRUE CULTURE.—Alas ! how many examples are now present to memory of young men the most anxiously and expensively be-school-mastered, be-tutored, be-lectured, anything but *educated* ; who have received arms and ammunition, instead of skill, strength, and courage ; varnished, rather than polished ; perilously over-civilized, and most pitifully uncultivated ! and all from inattention to the method dictated by Nature herself, to the simple truth that as the forms in all organized existence, so must all true and living knowledge proceed from within ; that it may be trained, supported, fed, excited, but can never be infused or impressed.—*Coleridge.*

For it is in knowledge as it is in plants ; if you mean to use the plant, it is no matter for the roots ; but if you mean to remove it to grow, then it is more assured to rest upon roots than slips. So the delivery of knowledge, as it is now used, is, as of fair bodies of trees without the roots, good for the carpenter, but not for the planter. But if you will have science grow, it is less matter for the shaft or body of the tree, so you look well to the taking up of the roots.—*Lord Bacon.*

DEVOTEDNESS.

Those who are engaged in any cause should be zealous in proportion to the importance of the work to be accomplished. If it is a cause in which more persons are interested than any other, it should have more zealous advocates than any other. If the welfare of every member of community is more or less depending on the success of an enterprise, it is certainly an important one, and those who are engaged in its promotion, should work vigorously in favor of it. Such a work we believe is the teacher's. He, therefore, who takes upon himself the responsibilities of this calling should consider well the magnitude of the work before him. He should enter upon it in the full belief, that to properly educate a human being is not only one of the most difficult, but one of the most responsible tasks he could undertake.

To say nothing of the many who enter the profession of teaching for the time being, hoping soon to find some more agreeable and profitable employment, and those who enter it because it has been found that they are unfit for anything else; we are convinced that too many of those who adopt it as a profession, are not awake to the great importance of a thorough preparation for its duties. We cannot here specify particulars, but what we wish to say is, that there is not enough real *devotedness*,—there is a great want of this most essential ingredient. A teacher whose heart is not wholly in the work need not expect much good as the result of his efforts. To be a successful teacher in the fullest sense, something more than mere scholarship is necessary. He should feel that the undertaking is so great and the result so important, that nothing short of his entire time and all the ability he can bring to bear, will be sufficient to enable him to discharge its duties properly. How is it in fact! Of the thousands in our State who are engaged in teaching, how many are wanting in the proper qualifications? How many have never read even ten pages of any standard work on the Theory and Practice of Teaching, or have ever paid one dime for the privilege of reading a well conducted Journal of Education? Our county Examiners could probably tell how small the number. Notwithstanding the standard of qualifications has advanced much in the last few years, are there not, in almost every county, scores of school keepers who know nothing at all of the writings of Milton, Addison, Goldsmith, Hume or Gibson? Any one of this number, too, would con-

sider it an insult, to be told that he does not understand his vernacular well enough to explain any ordinary lesson in a fourth or fifth reader. Or that he is not in possession of even a tolerable knowledge of any one branch of science. Such teachers never secure the confidence of pupils, or the co-operation of an intelligent community. The devoted teacher usually secures both.

In conclusion we say to all, be zealous in this your chosen occupation,—avail yourselves of every possible help,—such as journals, books on Theory and Practice, Institutes and Associations.

We are confidently expecting a time, when those of you who follow this advice, will be amply rewarded. We are equally confident that the time is not far off when those of you who do not, will be tumbled overboard by the County Examicers.

[Concluded from page 359.]

THE SCIENCE OF LANGUAGE.

II.

OF SIBILANT OR HISsing SOUNDS.—These are made by the passage of the breath through the mouth without voice from the larynx.

20. *S*, heard in *sisters* &c. Force the breath through a small crevice between the tip of the tongue and the upper gums, making a sharp hiss or whistling. This is the sound of *s* or *c* soft, as in *sit*, *city* &c.

21. *Sh*, as heard in *ship* &c. Flatten the hiss of *s* (20), by raising the middle of the tongue toward the roof of the mouth, depressing the tip of it, so as to lengthen the aperture for the breath and its flattened sound or whistle is represented by *sh* in *shape*, *ti* in *terminal*—tion.

22. *Th* as heard in *thick*, *theme* &c. Make a similar hiss (21), between the tip of the tongue flattened and the points of the upper teeth for *th* in *theory*, *breath* &c.

23. *F* as heard in *life*, *fist* &c. Make a flat, hissing sound by pressing the breath between the lower lip and the points of the upper teeth and the sound of *f* as in *few*, *giraffe* &c., will be heard.

MIXTURES.—There are four of these produced by combining the four hisses, with sound or voice from the larynx.

24. *Z* as heard in *zeal* or *s* heard in *measure*. The hiss of *s* (20), combined with sound from the larynx, is represented by *z* in *gizzard*, *X* in *Xenia* &c.

25. *Zh* as heard in *glazier* &c. The sound of *sh* (21), with voice from

the larynx is that of *z* in *azure*, or *s* in *leisure* &c.

26. *Th* as heard in *this*. The sound of *th* in *theme* (22) with sound from the larynx, is that of *th* in *them*, *thine* &c.

27. *V* as heard in *voice* &c. The hiss of *f* (23) with sound from the larynx, is that of *v* heard in *vow*, *wave* *ver*, &c.

Some will be disposed to doubt the correctness of these descriptions from the different positions of the tongue in producing the mixtures from that assumed for the corresponding hisses, as for *z* in *zeal* and *s* in *seal*, but let them notice that this is incidental to the use of the larynx, even in the mildest whisper or breath sound, whereas, *s* is formed by merely blowing from the lungs.

It may be best to observe that different positions of the organs of speech are resorted to by such as have organs imperfectly formed or otherwise defective as the loss of *teeth*, *obstructions* of the *nose* &c., as for instance, great snuff takers, for "John is coming," will say "Jod is cobbig."

28. *H* as heard in *ham*, *ah*, *hah*. Let the larynx be open for breathing or making sound, then commence any vowel sound while it is open. The thoratic effort necessary to commence sound in the open larynx or suddenly to check or stop it, is represented by *h*. Every iota of sound that is made in uttering *ha*, *hah* or *ah* &c., is the sound of *a* as heard in *man*, and nothing else. The most soft or hard breathing that can be heard, is invariably a vowel sound, whether commenced in the open larynx by the thoratic effort represented by *h*, or by a soft and delicate opening of the closed larynx. Sound *ate* and *hate* or *all* and *hall* slowly and alternately and the opening of the larynx may be distinctly perceived as the beginning of *ate* and *all* and that all sound is that of the vowel, and further that without a thoratic effort, voice can neither be commenced nor terminated in the open larynx. *H* therefore represents the energy or effort of the whole thorax, with its infinitude of weavings and interweavings of muscles, ramifications of tubes, its cells and air vessels, which are the foundation or bases of all breathing, voice or sound, and thus in language as *a* in *man*, *fat*, is the name of the Deity, *H* represents divine energy from which all language is, and hence the addition of *h* to the names of *Abram* and *Sarai*, represented divine energy vouchsafed to them.

III.

UTTERANCE.

It was said above that all things proceed from God, the Creator and sustainer of the Universe. So, in image, language, which represents, or might be made to represent, all things and all combinations of things, commences with the utterance of that sound, which in language is the name or representative of the great Creator of the whole. This is the fundamental sound of all human language, which in written language is

represented by *a* as heard in the word *man*, the only sound that the human larynx is capable of uttering, as the *oo* is the only sound the human lips contracted for whistling is capable of producing. This contraction of the lips being necessarily open, *h* always precedes every commencement of the *oo*, *hoo* is all that is heard, unless the natural *hoo*, is modulated into *hee* or some other sound by interior positions.

The utterance of vowel sounds, which takes place through the mouth, the primary lingual passage alone, shows them to be primary sounds, The nasals uttered through the nose, the secondary lingual passage alone, have a secondary position only. The gutturals stand next to the nasals and are second secondary and the mutes farthest off. The semi-vowels are second primary in position, the mixtures third, and the sibilants farthest off or lowest in the mouth or primary category, all which is proved by positional evidence produced in our last essay.

All the organs of speech are external of the larynx and all sounds modulated by them represent in and of themselves, finite created things. The lungs and thorax represent the infinite Creator, and the breath His spirit. The voice of the larynx represents his first motion and is fundamental to all language as that first motion was the beginning of all creation, and the highest conception we can have of creative action. Hence the process of creating was in the out spoken Word of God. Man is the crown of creation, and holds in creation the same position in reference to the spirit of God, as the utterance of the word representing the human species, holds to the primary fundamental sound of language. By this we may accurately judge of the religious quality or characteristics of any and every nation. For instance in the English language which we shall hereafter prove to be the most scientific and highest elevated language of earth, the human species is designated by the word *man*. This is as nearly the fundamental as it can be. *M* is a primary secondary sound. *A* is fundamental, and *n* second secondary. We cannot conceive of a word that can designate the species claiming a higher position, or nearer the simple fundamental *a*, representing the spirit of God. In agreement with this the people of no language of earth, have ever exhibited so much of the spirit of God, as have those who speak the English language, as evidenced by their Bible, tract, and other charitable societies. *Adam*, the first designation of the human species, is far below our word *man*, as were the first nations in munificence. The *l'homme* of the French, show them to be possessed of little religious stability.

These ideas are correct, as every one may satisfy himself by close observation, and by reference to instinctive utterances of sound. Lambs are the very apex of animal creation by which the Lord Himself is represented. They never utter any sound lower than *ma*, the next above our word *man*, but as they leave their innocency in growing up, their *m* slides down to the corresponding guttural *b*, and their *ma* becomes *ba*,

The Science of Language.

They could never get lower and represent as sheep do, the true church Christ. The distressing cough of sheep, *hah*, shows the divine power or energy represented by *h*, that accompanies, surrounds and protects the distressed followers of Christ. The young of kine say *ma*, much as lambs do, but getting older and becoming less innocent than sheep, to which their longer and more voracious jaws correspond, their *ma* slides down to *moo*. The howling and barking of dogs, the wawling and mewling of cats and neighing of horses are still lower utterances.

The diphthongal sound of *i* heard in *vital* and *y* as heard in *try*, are both corruptions. The true and original sound of both these letters, is that heard in *pin*, and in *truly*. *Y* is merely the Greek form of *i* or *j*, both which were once *j*. The sound that resembles the combination of *dzh*, or soft *g*, usually given to *j*, is quite a deviation from its original sound which was that of short *e*. Thus Jehovah is now more properly spelled Yehovah or rather yhovah, as it ought to be sounded. Thus *Jah*, is, or ought to be sounded yah and *I am* (Ex. iii 14), more properly written, *I am* sounded *y am* or *e am*. The *y* or *j* in this category signifies the identity or personality of the *I am*, *a* His spirit descending into creation and *m* its production of created forms therein! *Jah* or *yah* represents, *j* or *y* divine identity, *a* His spirit descending into creation and *h* divine energy or power by which forms were produced, became incarnate and redemption perfected. Thus in the utterance of this divine name or character, is included both creation and redemption. Jehovah is a great name, but far below them.

I am, as used by us in the English language, represents *I*, my identity or self-hood, *am*, my existence or state of being. *Man* is to all creation, in every grade and variety, both animate and inanimate, what the teeth of the threshing machine, by which all the threshing is actually done, is to the whole machine and all its fixtures, both active and stationary. By, and through rational man, as the machine by means of its teeth threshes grain, does the whole creation do the work of God and thus glorify Him. As the teeth of the threshing machine represents *man*, who could thresh grain without a machine, so *man* represents God in creation who could, without *man*, do His own work and thus promote His own glory without obligation to *man* or any part of creation. But by virtue of man's being permitted to represent God in creation in promoting his own high destiny, for which privilege he is under an eternal weight of obligations, it is that he is permitted to assume the name of God and say in reference to himself, *I am*. This expression whenever used by man in reference to himself, has the character, and ought to have the force of an oath of allegiance to God.

J. S. W.

It has been decided not to admit children under five years of age into the Boston Public Schools.

SELF THOUGHT.

DEAR JOURNAL.—I have thought that the systems of instruction in our country are calculated, in many respects, to repress thought. Books are studied not too much, but too exclusively. It would certainly seem that to be educated according to the popular estimation is to be familiar with books, to read French, to demonstrate English. We believe men too often estimate their own knowledge and the knowledge of others by the *number* of books they have read. It is our opinion that books should not only be read but carefully studied as they certainly are the reservoirs of the learning of ages, the veins through which circulate the life-blood of thought.

In them we view the gradual unfolding of the possibilities of the mind. They are like the mines of California rich with the purest ore—*yes* with the ore of intellect, where all may dig and grow rich.

We love books, we have a passion for them, around them cluster our fondest feelings. They tell us tales of beauty and interest, of grandeur and glory. With them as with the wand we touch the past, and it springs from the tomb instinct with life. Yes they open to us new avenues of thought and show us higher and wider fields of contemplation.

We do not believe that books alone ever made a profound scholar nor an original thinker. Great men it is true have made books, but we are slow to believe that books alone ever made great men. The world's great men were not mere readers of books, but were thinkers.

There is a significant truth that many idlers in school become distinguished in after life. It is not that they idled, but it is because they learned to develop and depend upon their own intellectual resources. They forged the facts they gathered in the furnace of their own minds—they worked their own thought-quarries and the future did homage to the intellectual monuments which they were thus enabled to erect for themselves.

We are convinced that our school system should give more prominence to the culture of self-thought. Pupils should be taught to think. It is a fact that we can boast of many pupils in school, but can we boast of many thinkers? We often hear teachers speak of teaching their pupils to speak, but teachers should remember that before their pupils can become good speakers, they must be thinkers. We believe it is a lack of thought and not a want of language that makes it so very difficult to become a good speaker. Every school should have its class in original reflection as well as its class in Latin and Geometry. Teach the pupils that they have well-springs of thought within themselves, and also how to draw water from those living fountains.

Fraternally,

INDIANAPOLIS, Sept. 21, 1861.

C. SMITH.

SCHOOL HYGIENE.

Much has been written and spoken upon the subject of "Practical Teaching," and the best method of teaching the various branches, of governing, and crowding students to their highest power of attainments. But rarely do we see much on the subject of School Hygiene, or even Physical Culture.

One needs only to visit most of our school houses, and then enter the schools, to see that this part of education was not contemplated by the builders, nor understood by the teachers. Parents are usually satisfied if the scholars are "made to learn," and teachers suppose they have done their duty, and accomplished the object of their mission, if they advance their students at the greatest possible rate. Were man an intellectual being only, such an idea would answer the end to be accomplished. But of what avail is all the mental training, if obtained at the cost of bodily powers, and physical energy? Who has not seen the pale faced, frail child, taxed to his highest mental energy—parents and teachers boasting of his precocity and flattering his vanity, by frequent exhibitions of his attainments? The true educator, will regard the healthful development of the body, of no less importance than mental growth. Sound lungs, and well trained vocal organs, are objects of cultivation no less than memory or the reasoning powers.

There is no doubt but that many a life is shortened by indiscretion of parents and lack of knowledge on the part of teachers. In their anxiety to see mental growth, they enervate and destroy the vital energies of the body.

Who has not seen a small school-room, sufficient to hold twenty-five scholars, crammed with fifty. A stove in the center heated excessively; low ceiling; no facilities for the egress of the heated, noxious vapors rising from the fifty lungs and bodies of the inmates. Some par-boiled, others cold. Teacher and pupils soon become uneasy, stupid. Scholars fitful, turbulent and disorderly. The cold clammy sweat rolls off the face of the vexed and worried teacher, little imagining that a noxious atmosphere is poisoning his body, and the bodies of his pupils—stupefying their minds and destroying their nervous energy; and will in many cases induce premature death or protracted and painful disease. Every teacher should know that every human being needs each moment a constant supply of pure air, to oxygenate his blood without which he cannot long be deprived with impunity. Proper facilities for ventilation should be provided in every school-room, and then teachers should know how and when to apply them. The noxious atmosphere should not only have a ready exit, but fresh new air should constantly enter, keeping up a uniform current.

Colds, coughs and fevers are often contracted in school-rooms,

little knowledge rightly used by the teacher, might prevent. A knowledge of the elements of the atmosphere, their use in respiration, and animal life, and the laws of life and health, are indispensable to the highest success of the educator.

Much injury is also done scholars by allowing them to occupy uncomfortable seats, improper positions, and long and tedious sittings in rooms where the air may be kept pure and healthful. They are allowed to select their own positions, in studying and sitting, often just what they should not. Students under twelve years of age should have recess every hour, in the open air, of not less than fifteen minutes, and be encouraged to active, lively exercise during that time. In an experience of years with from 500 to 1000 scholars, daily in charge, scholars under twelve years of age were allowed two recesses, of fifteen minutes each, and then were dismissed ten minutes before the older department. And we have never seen reasons for giving less recess, and are confident better progress was made, and finer order secured than could have been by any other practice. The position of the scholars has much importance and should receive especial attention from the teacher.

NORTH MADISON, Ind.

J. H.

EDUCATIONAL PROGRESS.

The past year has been a period of more than ordinary interest in relation to education, both in this country and in Europe. States, cities, and countries now feel, as they have never felt before, that the strongest bonds that unite the inhabitants, and give power, stability, and character to a government or people, are intelligence, virtue, and religion. Nor is this true only of Christian countries. Nations that have for centuries groaned under the yoke of the despot, are beginning to warm into new life, and aspire to a higher position in the scale of being. As the light begins to penetrate the dark clouds of ignorance, which for ages have shrouded them like the pall of death, they begin to realize how abject their condition, and to feel that if they are ever to become MEN, they must have the civilization and religion that the most enlightened enjoy.

This spirit of progress is now developing itself in science, art, and literature, with untiring industry, indomitable perseverance, and great intelligence. We see this in the periodical and other publications of the day; in scientific discoveries, and the application of the same to the useful arts; and in the lectures, addresses, essays, and discussion of the National, State, and other educational associations, at their annual meetings.

—*Brooklyn School Report.*

Practical Teaching.

A. R. BENTON, EDITOR.

GRAMMAR.—No. 1.

It has been asserted by some one that Arithmetic is the *premier* among the studies of the Common School. This implies the existence of a study that may be styled *Sovereign* in the curriculum of the school. Were I called upon to designate this Sovereign study, I would pronounce it to be, the study of language, the beginning of which is Grammar.

It has been much in fashion to declaim against the study of Grammar, on account of its imagined inutility, and the praise of other branches, called by way of eminence *practical*, has been without limit or stint. At present, it is not our purpose to offer a defence of the relative utility of grammatical study, but our object will be to state some considerations, that should guide a teacher in the choice of a text-book, and to make some suggestions respecting the method of teaching Grammar.

Grammar claims to be both a science and an art. As a science therefore, it has its origin in the nature of things. The constitution of the human mind, in its laws of thought and expression, alone makes this science possible.

Language is designed to express emotions and the operations of the intellect, and hence the laws of language must conform to the laws of mind. Whatever is true and universal in the latter, must find its counterpart in the other. This is the broad basis on which grammatical science is built, identifying itself more closely than any other science, with the operations of intellect. Hence language may be regarded as containing in itself the best psychology, and whatever importance we may attach to the investigation of the activities of the human mind, the same must be accorded to the study of language.

The inscription, over the portal of the temple of the Delphian Appollo was, "Know thyself," a precept of divine excellence. It has been well argued by Cicero, that it could not mean, know thy stature and figure, for these are not essentially "thyself," but it means "Nosce animum tuum" → Know thy mind—otherwise it would not be of so much depth of meaning, as that it should be ascribed to God. Now in order to know ourselves—the laws and operations of the human mind—there is nothing comparable to the study of language. Hence every teacher for his own benefit, should be an ardent student of this branch, and should strive to inspire a love for it among those under his charge.

If it be true as we have argued, that the science of grammar is founded in the nature of the human mind, it follows that the law and meth-

ods of this study cannot be *arbitrary*, or established by the dicta of any individuals. Grammar will not then so much express what we conceive *ought* to be as what *is*, and the proper duty of the grammarian will be not to invent, but to investigate and classify laws that are universal and immutable. Then Grammar falls into the category of inductive Science, and must be studied in the light of the facts and principles pertaining to human thought.

This leads me to observe, that there is but one true system of Grammar. The names of Authors may be "Legion," but the system is one and invariable. Hence that specious title "A new system of Grammar" is always delusive. If it is a Grammar at all, it must embrace the essential elements of all Grammars. It may be new in giving simplicity to what was before complicated; in its arrangement it may be new; in its definitions it may be more comprehensive and exact, for in all these matters improvement may be made, but to make a *new system* is a work beyond any effort of man, however Titanic he may be.

Plato well observes that reason and discourse are *one*, and until we can change the principles of reason, those of discourse must remain alike unchangeable.

There is often much perplexity among teachers, with respect to the best text book on Grammar. In making some suggestions respecting the matter of a text book I would observe first that the excellence of a work is relative—relative to the intellectual development of the scholar. The same book would be unsuited to all grades of intellect. As the study of Grammar is less mechanical than that of any other branch, it requires a certain amount of intellectual development before the study can be commenced with profit. We learn in early life most by observation and hence those studies that are essentially dependent on this faculty will then be most easily acquired. For this reason teachers should not encourage scholars to begin this work too soon, and when they do begin, a book should be selected with judicious care.

The prominent qualities of a good Grammar I take to be, natural order in its arrangement; clear, concise yet comprehensive definitions and rules; the avoiding of perplexing technicalities, and strained constructions; accurate diction; adaptation of rules to the idioms of the language; and examples illustrating every principle.

It is but candid to say that most of the Grammars now in use have, some one of these, in phrenological parlance, largely developed. The most deserving would be that one, which should combine all these excellencies in the highest degree.

The importance of a natural order must be apparent to every one, when he considers that there is an order in thought; that we pass with ease from the simple to the complex, from the clear to what is abstruse.

But the science of Grammar is built up by definitions, and in respect

to these no grammar may be pronounced absolutely perfect, and perhaps such perfection is unattainable. Definitions and rules are designed for constant application, and hence they should be constructed with comprehensive simplicity. This doubtless is difficult, but in this will appear the skill of an Author. It is a great annoyance to a teacher to give a definition or rule made for the case in hand, and find that it does not suit. At once he is compelled to criticise the author, and to give the impression to the beginner, that the science of Grammar is yet unsettled in its principles. It would be easy to illustrate how this obviously just requirement, with respect to rules and definitions, is violated by the most reputable grammarians, but it may be more convenient to do so when we treat of the methods of Teaching the Science.

True Science aims to simplify, hence all unintelligible and meaningless expressions will be avoided. It would be impossible to unfold with precision a science like grammar without the use of technical terms, but these should always be used in the same signification and with appropriateness. If a technical word obscures the idea rather than throws light upon it, the term should at once be discarded.

But one of the most difficult things to meet with, in a grammarian, is a simple method of construction. It is the custom of many grammarians to adapt the language to their grammars, and not the grammar to the language. Their system is made inflexible, and the language plastic; and into what fantastic shapes it is sometimes molded. And for what? Simply that it may be parsed. The idioms of the language are changed and mutilated in order that somebody's grammar may be quoted as authority. Those doing this have forgotten, or never knew, that the language as existing, is authority for the grammar, and not the grammar for the language.

Accuracy of diction is also an essential element of a good text-book. As little would we esteem the teacher of music who persistently violated the common rules of his art, as we could that author on grammar who by his diction continually blundered in application of the principles that he professes to teach.

It is not enough that the characteristics which we have mentioned should be incorporated in a treatise on grammar, but that every principle should be elucidated by appropriate examples. Exercises on every topic should be sufficiently copious to fix a clear and ineffaceable impression upon the mind. Thus the study will become practical while giving the theoretical view.

Having presented some views respecting the nature of the science of Grammar, and of the characteristics of a good text-book, we reserve the method of teaching for subsequent consideration.



The anticipated cost of railroads in progress in India is \$250,000,000.

Mathematical Department.

DANIEL KIRKWOOD, EDITOR.

PROBLEM No. 236.—FROM THE MATHEMATICAL MISCELLANY.

In a given semicircle, it is required to inscribe the greatest isosceles triangle, having its vertex in the extremity of the diameter, and one of its equal sides coinciding with the diameter.

PROBLEM No. 237.—BY Q.

In a given hemisphere it is required to inscribe the greatest right cone, having its vertex in the circumference of the base of the hemisphere.

PROBLEM No. 238.—BY Q.

37 lbs. of tin lose 5 lbs. in water, and 23 lbs. of lead lose 2 lbs. in water; a composition of tin and lead weighing 120 lbs. loses 14 lbs. in water. How much does this composition contain of each metal?

PROBLEM No. 239.—BY Q.

A cylindric vessel 10 inches in diameter, and partly filled with wine, is inclined till the horizontal surface of the fluid leaves 8 eight inches of the bottom dry, and meets the side of the vessel 24 inches from the bottom; required the number of cubic inches of wine in the vessel.

PROBLEM No. 235.

Find the diameter of the sphere, which placed in a given conical glass full of water, shall cause the greatest quantity of water to overflow.

SOLUTION.—BY A.

Let a = the depth of the cone,

r = the radius of its base,

c = the slant height,

and x = the radius of the sphere;

then $r : c :: x : \frac{cx}{r}$ = the distance from the center of the sphere to the

vertex of the cone, $a - \frac{cx}{r}$ = its vertical distance from the top of the glass

and $a + x - \frac{cx}{r}$ = the height of the segment immersed in water. Now

the solidity of the spherical segment is found by the following rule:—

"From three times the diameter of the sphere, subtract twice the height of the segment; multiply the remainder by the square of the height, and that product by .5236."

Hence $.5236(4x - 2a + \frac{2ca}{r}) (a + x - \frac{cx}{r})^2$ = the solidity of a

segment = a maximum. Differentiating and reducing, we find

$$x = \frac{\text{arc}}{cr + c^2 - 2r^2}$$

Remark.—When $a = 6$ inches, and $r = 2\frac{1}{2}$ inches, this problem becomes the 27th in Robinson's Calculus, Art. 29.



Resident Editor's Department.

Rev. Charles White, D. D., President of Wabash College, died on the 5th ult. He was about fifty years of age, an able and highly esteemed teacher.

Mr. G. H. Stowits, one of New York's best teachers, an able and eloquent lecturer, will visit our Association, deliver an address, and participate in the discussions. Mr. Stowits was recently presented with an elegantly framed picture of the class of graduates, at the closing exercises of his school in Buffalo, N. Y. His address to the class is spoken of by the Buffalo papers as a masterly effort, able and eloquent.

We have not thought it necessary to call attention to the Department of Practical Teachings, conducted by Pres. Benton, as it commends itself to all who see it. To us, having again engaged in the practical duties of the profession, it has been of great interest and benefit,—emphatically the word in time fitly spoken. Why has Prof. B. had no assistance? Are there no other teachers in Indiana who can write articles for the school room?

We are under obligations to Mr. C. H. Moore, of Terre Haute, for the names of several new subscribers to the SCHOOL JOURNAL. Mr. M. writes that he obtained them at the office of the County Examiner, Col. Edwards, who generously relinquished his fee for examination on this condition. Would that many other examiners had some of his professional zeal and generosity. The examiner of Marion county also remembers the JOURNAL when he examines teachers.

We had the promise of an illustrated article on School Gymnastics from Dr. Lewis, of the Normal Institute, for this No., but from some cause he has failed to send it. Possibly we may get it for the Jan. No. We hope so.

An article by Mr. T. J. Vater, on the "Cramming versus the Drawing out System," is in type, but deferred to next No. for want of space. The JOURNAL was almost made up when it was received.

FALL APPORTIONMENT OF SCHOOL REVENUE.

We have before us the Second Semi-Annual Apportionment of School Revenue, by the Superintendent of Public Instruction, for the year 1861. It embraces the delinquent tax, the liquor license, the unclaimed fees, and the interest on school fund collected since the spring reports. The \$25,000 alluded to in the 118th section of the school law will not be added until the coming year, as the revenue from which it is to be derived is yet to be collected.

This apportionment is made upon the same basis of enumeration as the spring apportionment. The total amount collected from school tax is \$50,088 59 : from interest of common school funds, \$27,855 84 ; from liquor license, \$23,245 00 ; from unclaimed fees, \$761 15 ; total for apportionment, \$105,768 60.

The distributive share apportioned to each county, in dollars and cents, is as follows :

Adams, \$ 778 20.	Hendricks, \$ 1,215 60	Pike, \$ 782 40.
Allen, 2,605 60.	Henry, 1,539 20	Porter, 783 64.
Bartholomew, 1,480 20.	Howard, 961 00.	Posey, 1,203 80.
Benton, 199 40.	Huntington, 1,177 20.	Pulaski, 446 20.
Blackford, 348 80.	Jackson, 1,237 80	Putnam, 1,723 96.
Boone, 1,290 80.	Jasper, 335 20.	Randolph, 1,432 20.
Brown, 550 40.	Jay, 916 80.	Ripley, 1,455 40.
Carroll, 989 80.	Jefferson, 1,997 80.	Rush, 1,152 20.
Cass, 1,258 20.	Jennings, 1,178 60.	Scott, 596 60.
Clark, 1,440 40.	Johnson, 1,089 40.	Shelby, 1,493 80.
Clay, 970 40.	Knox, 1,189 60.	Spencer, 1,104 40.
Clinton, 1,167 00.	Kosciusko, 1,428 00.	Starke, 173 60.
Crawford, 709 80.	Lagrange, 876 00.	St. Joseph, 1,371 40.
Daviess, 1,049 00.	Lake, 634 00.	Steuben, 794 00.
Dearborn, 1,882 80.	Laporte, 1,595 60.	Sullivan, 1,162 60.
Decatur, 1,358 80.	Lawrence, 1,003 40.	Switzerland, 986 20.
Dekalb, 1,111 40.	Madison, 1,340 00.	Tippecanoe, 1,618 20.
Delaware, 1,231 60.	Marion, 2,532 80.	Tipton, 615 60.
Dubois, 821 20.	Marshall, 959 80.	Union, 502 40.
Elkhart, 1,606 80.	Martin, 678 00.	Vauderburgh, 1,628 40.
Fayette, 727 80.	Miami, 1,294 40.	Vermillion, 718 80.
Floyd, 1,273 80.	Monroe, 1,008 80.	Vigo, 1,473 80.
Fountain, 1,105 00.	Montgomery, 1,478 60.	Wabash, 1,461 00.
Franklin, 1,504 80.	Morgan, 1,189 00.	Warren, 732 60.
Fulton, 806 80.	Noble, 1,105 00.	Warrick, 1,063 40.
Gibson, 1,015 80.	Newton, 180 00.	Washington, 1,342 20.
Grant, 1,252 40.	Ohio, 408 20.	Wayne, 2,153 80.
Green, 1,260 00.	Orange, 933 80.	Wells, 917 00.
Hamilton, 1,378 60.	Owen, 1,154 60.	White, 645 60.
Hancock, 1,072 60.	Parke, 1,213 60.	Whitley, 849 00.
Harrison, 1,455 20.	Perry, 901 40.	
Total,		\$ 102,890 20.

—Owing to the same causes of "war and trouble," which induced the

State Board of Education to advise the Superintendent to give up holding meetings and delivering lectures by appointment, as explained in our last No., the County Auditors are instructed not to sell lands mortgaged to the school fund where the principal is due provided the interest is promptly paid on or before the fourth Monday in January, 1862.

JENNINGS COUNTY INSTITUTE.

The teachers and friends of Education in this county early in the spring, resolved on having an Institute held in the County. They invited Mr J. Hurty to address them, who met the citizens in different parts of the county, and made addresses to large and interested audiences. The people of Butlerville pledging the greatest number of members, it was agreed to hold it there. The Institute was organized on the 30th of August, with Prof. J. Hurty as Superintendent. The members met to learn, and the end proved that no Institute could have accomplished more. It was designed as a school of instruction, in the branches usually taught in schools, and in the methods of teaching and governing schools.

Recitations in Practical and Mental Arithmetic were heard regularly every day, also Geography and Grammar. Exercises on Outline Maps, and methods of teaching all the various branches to pupils of different ages. The methods of teaching Primary Reading were illustrated, and all seemed to approve and admire the "Word Method," as illustrated and taught by Prof. Hurty and others for years in Union Schools.

A grove near by, was the school room daily, and afforded a good field for vocal drilling, to which the class was subjected in the Elocutionary Exercises. The evenings were devoted to lectures on Meteorology, Physiology and Practical Teaching, with declamations and compositions by members, which a large number of citizens from quite a distance attended, evincing great pleasure and much interest.

The Township Trustee was in attendance, and Mr. Waters, the able County Superintendent, entered into the work with energy and success, by taking part in the teachings and evening lectures. He did much in encouraging teachers to qualify themselves for greater usefulness and success in teaching. Lessons were assigned and regularly recited after being well studied by the members.

Vocal Music made an interesting part of the exercises, directed by Mr. Stephens. The class was regular in attendance, and the interest increased to the last, and when the valedictory address was pronounced, by the Superintendent after a session of three weeks, a general expression of regret at closing so soon rose from every member, and a general assurance that it had been the most hospitable tuition and the pleasantest school period ever enjoyed. The last p. m. was spent in a grove, where

rhetorical exercises and compositions, and sentiments responded to by various individuals formed the *intellectual past*, but was crowned by a feast from a table bounteously loaded with all the good things that benevolent ladies could furnish, and heart or appetite could wish. It would be difficult to find any other portion of our State of the rural districts where more spirit of progress and sober intelligence prevails than among the people of Butlerville. Nearly all are emigrants from Ohio, where they acquired the intelligence and caught the zeal which has yet to be awakened among a large portion of our native population. In Jennings County there will be good progress made in schools. Under the energy and spirit of their able Superintendent of Public Schools, other Institutes will be held.

X.

WAYNE COUNTY TEACHERS' INSTITUTE.

The eighth annual Institute of Wayne County was held in Economy, commencing August 19th, and continuing two weeks. The exercises were under the direction of A. C. Shortridge. Classes were organized and regular recitations heard in Intellectual and Written Arithmetic, English Grammar, Descriptive and Physical Geography, Penmanship, Analysis of Words and Elocution; also a class in primary teaching—giving the most approved method of imparting instruction to small children. The following persons assisted in teaching: G. P. Brown, H. Hadley, M. Charles, F. Tufts, O. White, Joseph Moore, T. Charles, J. H. Brown, R. B. Huff. Joseph Moore, a member of the Faculty of Earlham College, who has been for the last two years at Cambridge, Mass., under the instruction of Prof. Agassiz, was present the first week of the Institute and occupied thirty minutes each day on some subject connected with Natural History. He also delivered one evening lecture. As a teacher of Natural Science Mr Moore is one of Indiana's *best teachers*. He did much on this, as on previous occasions, to instruct and interest those present. Another feature of the Institute, which proved very interesting, was the instruction in Gymnastics, by R. B. Huff, who had just completed a course of lessons under Charles S. Royce of Ohio. Mr. Huff occupied about an hour each morning before the commencement of the regular exercises. There were three evening lectures besides Mr. Moore's. One by Dr. R. E. Haughton of Richmond, one by C. Davis, of Earlham College, and one by I. S. Morris, of Eaton, Ohio—all good as any one could wish. We venture the assertion that no village in Indiana gives teachers a warmer welcome than does Economy; it has been so whenever they have met there. They do all that is possible to make teachers comfortable, and more than this, manifest a great deal of interest in the cause of Education. Two of the Marion County teachers were

present, Messrs. Martin and Ferris. In all there were between forty and fifty—this was a greater number than many of us expected, considering the exciting times. S. S.

AMERICAN INSTITUTE OF INSTRUCTION.—The recent meeting of this dignified association at West Brattleboro, Vt., was unusually attractive and well attended, embracing many veteran teachers, and representing the intelligence and educational talent of all, or nearly all, the free States; though we are not sure that Indiana was represented at all. From the report we gather many interesting items, some of which we condense and insert, believing such a report will be interesting and profitable to our readers.

As might be expected, the war was the first subject to receive attention. Hon. J. D. Bradley, of Brattleboro, in welcoming the Institute, said the teachers of the country had caused the present disturbance. The war is a schoolmaster's and schoolmistress' war. The contest is one between the district school system and the system of the plantation. The one was inaugurated at Plymouth and the other at Jamestown. History will record that the teachers of the country were responsible for the war.

Hon. Anson Smyth, of Ohio, in his lecture upon the subject of "Christian Education in Public Schools," answered effectually the charges that have been made that the public school inculcates no religion, or extends irreligion. These charges were the result of sectarian bigotry, which he believed was rapidly passing away.

The discussion on the proper qualifications of primary school teachers presented the desirableness of having teachers who can interest pupils in the study of nature, whether in the form of trees, leaves, flowers, rocks, or animals, including insects, and even reptiles; and also an ability to train pupils on gymnastic principles.

A lecture by Mr. Wetherall on "The Importance of a Liberal Education for Women, as essential to the highest type of Civilization," presented forcibly woman's mission as an educator as one of the strongest reasons that she should possess a liberal education.

The address of T. D. Adams, of Newton, Mass., on "The Bearings of Popular Education on Civilization," was beautiful, truthful and grand. He placed teachers in the vanguard of civilization. The hand of the teacher is seen in everything good; the faithful teacher lives for the good of all, laboring in obedience to the divine command, "Let there be Light." "More light, more light," were the last words of the dying Goethe, and teachers re-echo them as they rejoice in the high relative position of the civilized world. In all history no brighter page can be found than the present. Nothing in the history of Greece or Rome can compare with it. Nowhere is the influence of education seen more clearly than in government, the most oppressive tyranny always being found where the greatest degree of ignorance prevails. The Italian Revolution of 1859 was referred to as an example of the influence of American ideas of education and government there. Soon after that period Garibaldi decreed a spot of ground for the erection of a chapel devoted to Protestant worship, not in Florence, but in Naples! Such was the glorious result of American ideas.

Tyrants have always known the truth that education is a mighty conservator of freedom. Madame De Stael was the most accomplished woman of her age in France, and Napoleon, when he ceased to be the savior and became the oppressor of Europe, feared her most of all, remarking that she carried a quiver full of arrows which would hit a man though he were seated on a rainbow. He accordingly banished her.

The lesson of the hour is most potent on the point that, in order to preserve freedom, all must be educated.

EDUCATIONAL ASSOCIATIONS.

The Educational Associations that occur annually in our country are noted with pleasure by every true friend of human elevation, because productive of results which evince the spread of enlightenment, and tell of duty performed and ends attained. They are looked to with solicitude to know what has been demonstrated as of most practical utility in the correction of evil, and the promotion of human weal; and they are the true mediums through which to arrive at what is desirable and necessary for the advancement of education, for they are the altars upon which are laid the fruits of experience to be measured, weighed and compared,—their true values and uses ascertained.

The recent meetings of the Associations of several States have been unusually interesting and profitable. Notwithstanding the gloom that overhangs all our affairs, they have risen with the emergency, nor thought of retreat or surrender. They recognized the fact that the existence and stability of our educational institutions depend upon the safety of the General Government, but with a keener intellectual vision they discern that other fact, too often lost sight of, that the perpetuity and prosperity the *Government itself* depend upon the success of our noble scheme of popular and universal education. Their discussions partook of the spirit of the hour, and the number in attendance, in some instances, reached above the meetings of other years.

And shall we not have a great gathering? The excellent programme prepared by our Executive Committee warrants a treat of good things; the subjects for discussion are practical and important, and the lectures will be worth taking pains to hear. Let professional and personal interest in the cause of education, which now more than ever before needs the support of its friends, bring the experienced educator. And the learner, remembering that schools will become better only as teachers improve.

The State Teachers' Association of Maine met at Richmond on the 18th ult., and held three days. We have seen no report yet.

The eighth annual meeting of the New Hampshire State Teachers' Association was held at Concord. on the 19th and 20th of last month.

PACIFIC TELEGRAPH.—Perhaps the greatest triumph of the year is the completion of the Pacific Telegraph from the Atlantic to the Pacific shore. The first message was transmitted by Chief Justice Hill to President Lincoln on the 25th of October. The business of the company is already very great. The distance from Cape Race to San Francisco, now connected in one continuous line, is about 5000 miles. Over this distance—a little more than seventy degrees of longitude—it requires four hours and forty minutes for the sun to pass; so that when it is noon at Cape Race, it is only 7.20, A. M. at San Francisco. Hence a message transmitted by one impulse will apparently arrive at the latter place 4.40 before it leaves the former; returning, will be as much behind time.

Let teachers and others who wish instruction in Physical Education, remember that Dr. Lewis' Normal Institute opens its second session on the 2nd of January. The session will continue ten weeks. The course embraces the whole subject of Physical Culture, and the instruction is very thorough and complete. For particulars address Dio Lewis, Boston, Mass.

We learn from Jennings County that some of the trustees have employed teachers and opened schools in anticipation of a larger fall apportionment than has been made. This is a disregard of the law as explained by the Superintendent of Public Instruction, that no teacher shall be employed to teach a public school unless the money is already on hand to pay him. In consequence of this heedlessness some townships in Jennings, and perhaps other counties will have no free schools this winter.

Mr. G. F. Adge writes from Gentryville, Ind., an excellent letter, from which we extract:

"I like the *SCHOOL JOURNAL* very much, and derive great benefit from its teachings. It ought to be in the hands of every teacher. The *JOURNAL* is the second best friend I have—wife first.

"Mitchell's Series of Outline Maps, for the study of Geography, are just the thing for our schools. I am using them (the first I believe in the "Pocket") in my school with great success. Grown scholars as well as juveniles are delighted when the geography classes are called. By the way, there is a scarcity of teachers here who understand geography well enough to teach it by this system."

[Mitchell's Geographies and Outline Maps are authorized by recommendation of our State Board, yet the publishers do not advertise in the *SCHOOL JOURNAL*—the legitimate and proper medium. Are they wise?

THE INDIANA SCHOOL JOURNAL.—We have received during the year past, many letters from teachers complimentary to the *Journal*, extracts

from some of which have been published from time to time, as they were received. We thank such for their kind words and sympathy. We have observed, too, with pleasure, we trust not altogether selfish, that the Journal has been a welcome visitor to the sanctums of our exchanges, whose kind notices we have not heretofore acknowledged in our pages. Such notices exert a good influence, and aid both the Journal and its cause.

—We sincerely regret that errors, typographical and otherwise, have occurred so frequently; but the task of preparing and arranging matter, setting a part of the type, together with the labors of a large school, have so occupied our time that we have not been able to read proof properly.

We have published the Journal under difficulties, and with small compensation; yet we have tried to do our duty and to make it acceptable to its patrons. That it may be better conducted and supported another year is our earnest desire.

H. H. Y.

RAILROAD AND HOTEL FARE OF TEACHERS ATTENDING ASSOCIATION.—

FELLOW TEACHERS: It being one of my duties to look after the matters indicated above, I hereby report.

The CINCINNATI, PERU, MADISON, and CENTRAL, courteously extend the favor of return tickets *free*. As yet no answers received from the Jeffersonville and Lafayette Roads. This unprecedented delay, is strange, especially in the case of the latter road, since a teacher living in the same town with the President, is looking after the matter. If favorable word comes from either of these roads, the fact will be announced in the Indianapolis Daily Journal. Teachers along the lines of these roads may rely upon this source of information. The other roads terminating in this place decline.

I truly wish this was otherwise. The Superintendents of roads in some cases wish the same, but working under definite instructions of their Boards, can do nothing; hence we must not complain, or at most not complain of said Superintendents. Said one, "if the matter was at my command, the request should be granted without a word, but as it is, I can do nothing."

Boarding can be obtained at prices ranging from 50 to 75 cents per day. Little's Hotel will take any number between one and fifty at 75 cents per day, furnishing free omnibus to and from the depot. Boarding at the Macy and Pyle Houses at 50 cents per day.

A member, or members of the Ex. Committee will be in waiting at Bowen and Stewart's Book Store to direct teachers to places of boarding.

Teachers I am aware, that the troublous times through which we are passing affect the interests of education, consequently affect the teacher's income, consequently leave him with little means for extra expenditures. Yet granting the above, I am not yet persuaded that we can relax our efforts. There are several reasons for this, but the strong and obvious one is, that devotion to the Union is very largely in the ratio of intelligence. Or expressed from another angle of vision, had New England culture obtained in Secessia, no such rebellion had existed. These postulates true, the inference is, that though not on the battle field to win the victory at the point of the bayonet, yet our labor is to say the least, remotely kin. In other words, we are building fortifications for the Union. fortifications in the hearts and characters of the coming generation. This so, come and 'let us reason together,' that out of the 'multitude of council we may secure safety,' wisdom. As an additional inducement to

attend, we invite your attention to the programme, which, in consequence of the relation we hold to it, we may not comment, further than to say, it was arranged with a special reference to the practical. Please read Mr. Young's remarks in the last number of the Journal relative to the programme.

Further, some business of interest aside from the programme, will come up, one item which will be submitted by Chairman Institute Committee may be named, viz., the propriety and feasibility of a State Teachers' Institute. Hoping the Programme and other arrangements may be, at least, reasonably satisfactory, I am respectfully yours,

G. W. Hoss, *Ch'n. Ex. Com.*

INDIANA STATE TEACHERS' ASSOCIATION.

ORDER OF EXERCISES FOR THE EIGHTH ANNUAL MEETING.

(*To be held in the Capitol at Indianapolis, December 25, 26, 27, 1861.*)

DECEMBER 25th.

- 2 o'clock, P. M.—PRELIMINARY BUSINESS; 2 Reports of Members of State Institute Committee; 3 Inquiries, suggestions, &c., touching said reports, and Institutes generally; 4 Miscellaneous.
7 o'clock, P. M.—Address by the President, G. A. Irvine. Discussion of topics in said address. Miscellaneous business.

DECEMBER 26th.

- 9 o'clock, A. M.—OPENING EXERCISES.
9 20—Paper on Reading, and Best Modes of Teaching same. By J. B. MALLET. Discussion of said Paper.
10 20 A. M.—Discussion: Duties of School Examiners, and *Means and Modes* of discharging said duties. Examiners are earnestly requested to be present. Miscellaneous.
2 o'clock, P. M.—Paper on Qualifications of the Primary Teacher. By MISS MELLIE A. VATER. Discussion of said Paper.
3 o'clock, P. M.—Address: "School Architecture." By MILES J. FLETCHER. Discussion. Miscellaneous.
7 o'clock, P. M.—Exhibit of Dio Lewis' system of Gymnastics. By E. M. BUTLER. Inquiries and suggestions touching same, and Physical Education generally.

DECEMBER 27th.

- 9 o'clock, A. M.—OPENING EXERCISES.
9 20 A. M.—Paper on Moral Instruction in Schools, and best means of imparting the same. By W. H. VENABLE. Discussion of said Paper.
10 20 A. M.—Address: "MENTAL DELTA." By G. H. STOWITS, of Buffalo, N. Y. Discussion. Miscellaneous.
2 o'clock, P. M.—Paper on Duty of Teachers, as to the Health and Manners of pupils. By A. J. VAWTER. Discussion of said Paper.
3 o'clock, P. M.—Election of Officers. Report of Treasurer. Miscellaneous.
7 o'clock, P. M.—Closing Business; Toasts, Responses, and Recitations, interluded with Reunion and Vocal Music. Adjournment.

PER EXECUTIVE COMMITTEE.

ITEMS.

The New Hampshire Legislature has abolished Teachers' Institutes, which have been supported by the State, in view of the expenses of the war. The Board of Education thinks the measure one of doubtful expediency. So it is.

School affairs in Pennsylvania seem to be in a prosperous condition. The *Teacher* has reports from a large number of Institutes which indicate that the teachers are moving. A Teachers' Association exists in every county in the State.

Prof. Purdy, Principal of Bryant's Commercial College, is determined to make his school an attraction. He has engaged the services of M. J. J. Dinsmore, of Ohio, an excellent penman, who will arrive during the present month. Young men pursuing a commercial course at this institution, have now the advantage of the very best instruction in penmanship.

Mr. M. V. Chapman, Vice Pres. of Hancock Co. Teachers' Association, informs us that the Association will meet on Saturday after Christmas, and also give an entertainment in the evening in the form of a Teachers' Exhibition. Most of the teachers of the county will be present and take a part.

BOOKS, CATALOGUES, &c.

CATALOGUE OF THE OFFICERS AND STUDENTS OF EARLHAM COLLEGE.

The Institute is in a very good condition. The number of students in the College Department was 25 ; Intermediate, 142 ; Primary, 40 ; total, 207. The College has an observatory, Cabinet, Library, and a large assortment of Chemical and Philosophical Apparatus. The fall term began Oct. 16.

STOCKWELL COLLEGIATE INSTITUTE—REV. LEVI TARR PRESIDENT,

The number of students in attendance during the past year was 146, classified as follows :

Collegiate Department, 10 ; Academic, 38 ; Preparatory, 22 ; Primary, 65 ; Music, 11. This Institution is located at Stockwell, on the Lafayette & Indianapolis Railroad. It was organized in 1860, under the patronage of the Northwestern Indiana Conference of the M. E. Church.

BARNETT ACADEMY,—Z. B. STURGIS, A. M., Principal. The first annual catalogue of this institution, for the year ending July 19, '61, speaks well for the efficiency of the Principal and his assistants. The attendance was 127 ; and the graduating class numbered 7. The Academy is located at Charlestown, and is mainly intended for the town and vicinity, though pupils are received from abroad.

Catalogue of the South-Western Normal School, Lebanon, O., for the year ending June 1861. Sixth Report.

The attendance for the past year appears to have been pretty good, both of males and females, giving a total of 272. The aims of the institution are high, and the advantages excellent. A thorough and practical knowledge is imparted of all branches in the course, and special instruction offered for the Teacher's profession.

Report of the Superintendent of Education for Lower Canada, for the year 1861.

This report comprises full tabular statements of all the schools ; of the various grades of scholarship of those in attendance ; of the condition of the three Normal schools, course of studies &c., and an interesting discussion of the school system and management of the Province. We thank Mr. P. J. O. Chauveau for this report, which evinces great ability and careful study.

Rules of Syntax and Models for Parsing. By J. B. Mallett, McCoy's Station, Ind.

The author has here grouped together some very good rules for parsing, following, chiefly, the authority of Gould Brown. Remarks, Exceptions, and Observations, have been added to apply in particular constructions. The pamphlet is intended for students we should think, and is well adapted to facilitate the study of Grammar.

A Map of the State of Virginia. By J. T. Lloyd, New York.

This map, made from actual surveys, by order of the Executive, 1826 and 1829, and corrected and revised to 1861, is the most complete and reliable map of the old dominion, in which center so many interests. It is colored in counties, and presents all the principal rivers, mountains, county seats, towns, villages, forts, landings, roads, railroads &c. Price \$1.00. Mounted on Linen with rollers, \$2.50.

Lewis' New Gymnastics, for October, contains a complete Report of the Commencement exercises at the Normal Institute for Physical Education, besides much other interesting and useful matter. Published by Dio Lewis, M. D., at \$1.00 a year, Boston, Mass.

AMERICAN PHRENOLOGICAL JOURNAL, New York ; Fowler & Wells. Each No. contains portraits with Phrenological character and biography of distinguished men, original articles of great value and interest, answers to correspondents, special notices &c. \$1, a year.

HARPER'S MAGAZINE, for November, just received. The articles—"Benedict Arnold," "Making Money," "The Fox and Fox Hunters," "Modern Austria," &c., warrant entertainment and instruction for the reader.

ATLANTIC MONTHLY, for November, is also an exceedingly interesting No. "Health in the Camp." "Why has the North felt Aggrieved with England?" "Contrabands at Fortress Monroe." "The Flower of Liberty," and "The Washers of the Shroud," are the new articles.

ERRATUM.—On page 661 in last No., fourth line from bottom, for "streams," read dreams. "School Houses and Grounds," will be resumed in future numbers.

See new advertisement of G. S. Woodman & Co., on last page of cover.

Com.

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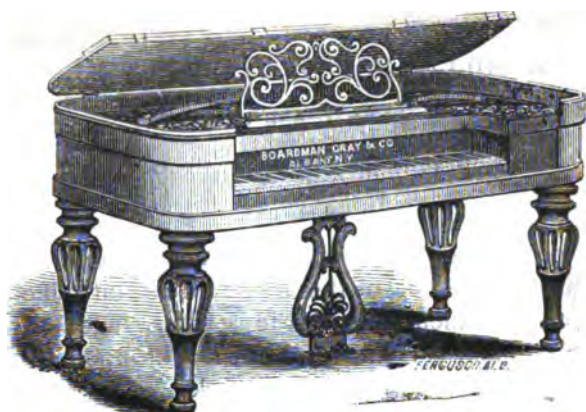
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Oct. 60. tf

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Presents the Rudiments of Music in a concise and simple manner. Its Elementary Exercises are sufficiently numerous and varied for ordinary purposes of instruction.

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W. B. SMITH & CO., PUBLISHERS, Cincinnati, Ohio.

THE
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IND., STATE TEACHERS' ASSOCIATION.

O. PHELPS, *Resident Editor and Proprietor, Indianapolis.*
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VOL. VI.—APRIL, 1861—NO. 4

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BUTLER'S GRAMMARS, BY NOBLE BUTLER.

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Recent Official Recommendation
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THE ECLECTIC SERIES ADOPTED.

INDIANAPOLIS, INDIANA, April 11th, 1861.

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Reading, &c.—McGuffey's New Eclectic Series of Readers; McGuffey's New Eclectic Speakers.

Arithmetic.—Ray's Series, embracing the Primary, Intellectual, Practical, and Higher Arithmetic.

Algebra.—Ray's Series, embracing the Elementary, or First Book; and the Higher Algebra, or Second Book.

English Grammar.—Pinneo's Series, embracing Pinneo's Primary and Analytical Grammars.

MILES J. FLETCHER,
Superintendent of Public Instruction.

[Text-Books upon other branches of study are embraced in the official list: these are here omitted.]

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Goodrich's Readers had been recommended two years before, yet the fact of their having failed to meet the approval of teachers and educators, or to maintain themselves where introduced, caused their rejection; and,

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VOL. VI.—JULY, 1861—NO. 7

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BUTLER'S GRAMMARS, BY NOBLE BUTLER.

THE BEST, THE CHEAPEST.

And the Only Officially Authorized Text-Books for Use in the
Schools of Indiana.

STATE OF INDIANA. Office of Super. of Pub.
Instruction, Indianapolis, Feb. 4, 1859.

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Extract from the Minutes of the Board, S. L. Hues,
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Oct. 60. tf

(At Bowen Stewart & Co's.)

Recent Official Recommendation
BY THE
INDIANA STATE BOARD
OF EDUCATION.

THE ECLECTIC SERIES ADOPTED.

INDIANAPOLIS, INDIANA, April 11th, 1861.

At a regular meeting of the INDIANA STATE BOARD OF EDUCATION, held at the office of the Superintendent of Public Instruction, in Indianapolis, April 11th, 1861, the following list of Text-Books was approved and adopted as embracing the books best adapted for use in the Schools of the State, viz.:

Orthography, etc.—McGuffey's Primary School Charts; McGuffey's Eclectic Spelling Book.

Reading, etc.—McGuffey's New Eclectic Series of Readers; McGuffey's New Eclectic Speakers.

Arithmetic.—Ray's Series, embracing the Primary, Intellectual, Practical, and Higher Arithmetic.

Algebra.—Ray's Series, embracing the Elementary, or First Book; and the Higher Algebra, or Second Book.

English Grammar.—Pinneo's Series, embracing Pinneo's Primary and Analytical Grammars.

MILES J. FLETCHER,
Superintendent of Public Instruction.

[Text-Books upon other branches of study are embraced in the official list: these are here omitted.]

Among other books before the Indiana State Board of Education, was Goodrich's Series of Readers, published by JOHN P. MORTON & Co., of LOUISVILLE, KENTUCKY. Although

Goodrich's Readers had been recommended two years before, yet the fact of their having failed to meet the approval of teachers and educators, or to maintain themselves where introduced, caused their rejection; and,

McGuffey's New Readers were "approved and adopted as the books best adapted for use in the Schools of the State," being superior in merit, and in every way more desirable.

SCHOOL ARCHITECTURE.

G. P. RANDALL, ARCHITECT,

Would respectfully say to School Commissioners, School Directors, and the public generally, who are about to engage in the construction of buildings for educational purposes, that they will find in his office a large variety of designs for such buildings as have been erected in this and adjoining States, which for completeness in every particular will challenge comparison with any in the country. As an evidence of the estimation in which these houses are held by Educational men in this city, he would call your attention to the report of the President of the Board of Education, for the year ending Feb. 1st, A. D. 1860, on the 7th page of which, speaking of the School Houses lately built, he says:—"The plans for the two houses are furnished, and the work superintended, by G. P. Randall Esq., of this city. These two houses are regarded, I think, by all competent to judge of the matter, as models for buildings affording such accommodations. The arrangements for ingress and egress in both, are ample; in all the twenty rooms the light is abundant and admitted on two sides; the halls and stairways are spacious and well lighted, and the means of ventilation seemingly perfect. In short, the whole arrangement leaves little room for improvement."

The houses above referred to are very large, affording accommodations for some thirteen hundred scholars; but the same essential features, WITH OTHER IMPORTANT IMPROVEMENTS, have been, and may just as well be, introduced in houses of any limited capacity, and for Graded and other Schools.

If such buildings are to be constructed under your immediate control, or by others in your vicinity, please give the subject due consideration, and send your orders for plans, or call to it the attention of those having such works in charge, and send their address, that he may confer with them direct.

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In conclusion he is permitted to append the following note from C. E. Hovey, Esq., Principal of the State Normal University:

STATE NORMAL UNIVERSITY,

Bloomington, Ill., March 23, 1860.

After a careful investigation, the State Board of Education selected G. P. Randall, Esq., of Chicago, as the Architect of the State Normal University Buildings. His large experience, good taste, and unequalled constructive ability, fully justified the wisdom of the choice. It is hardly too much to say that he is the leading school house architect in the State, as evinced by the large number of beautiful, economical, and admirably well arranged houses recently planned by him in Chicago, and in other cities and towns. I cannot too strongly urge upon school officers the necessity of obtaining a good **PLAN** before attempting to erect a school house.

C. E. HOVEY, Prin. State Normal University.

REFERENCES.

JOHN C. DORE, President of the Board of Education, Chicago.

W. H. WELLS, Superintendent Public Schools, Chicago.

HON. GEORGE B. SARGENT, Davenport, Iowa.

" WM. M. BUCKLEY, Freeport, Illinois.

" S. W. MOULTON, Shelbyville, Ill., Pres. State Board of Education.

" JOHN B. NILES, Laporte, Ind.

SIMON WRIGHT, Esq., Kimmunity, Ill.

March, 1861, 3m.]

G. P. RANDALL, Chicago, Ill.

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
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RAILROADS—CHANGE OF TIME.

Jeffersonville Railroad.

ON AND AFTER MONDAY, November 26th 1860, two Passenger Trains
will leave Indianapolis daily (Sundays excepted), as follows:

Morning Express and Mail leaves at 9:00 A. M.

Evening Express leaves at 9:00 P. M.

Trains arrive 11:10 A. M. and 8:30 P. M.

Above trains stop for the accommodation of passengers at Southport,
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Jan. 61.

Peru & Indianapolis Railroad.

On and after Monday, November 26th, 1860, Trains will run as follows:

The Passenger train will leave Indianapolis at 8:15 P. M., stop at all Stations, and Connect at Peru with trains going East and West on the T. & W. R. W. for Logansport, Delphi, Lafayette, State line and St. Louis at 8:15 P. M.; and Wabash, Lagro, Huntington, Fort Wayne, Toledo, Detroit, &c., at 9 P. M.

Returning, the same train will leave Peru at 8:45 A. M., and arrive at Indianapolis at 12:15 P. M., making close connections with trains for all points, East, South and West.

A Freight train will leave the Peru and Indianapolis Freight Depot at 6:30 A. M., and arrive at Peru at 2:30 P. M. Returning, the same train will leave Peru at 7:00 A. M., and arrive at Indianapolis at 8:15 P. M.

Through tickets for sale at the principal offices on the T. & W. R. W.; and at Peru and Kokomo for points South, and at Indianapolis for all the principal points North and East.

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6:50 A. M., St. Louis and Chicago Express Mail, (daily except Sunday) *through in daylight*, reaching St. Louis at 8:00 P. M., and Chicago at 8:00 A. M.

7:50 P. M., (daily except Sundays,) St. Louis Express, reaching St. Louis at 8:15 A. M.

RETURNING—Trains leave St. Louis at 7:00 A. M., and 6:40 P. M., connecting closely at Mitchell with trains South, arriving at Louisville at 8:30 A. M., and 8:15 P. M.

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☞ THROUGH TICKETS and further information can be obtained at the UNION R. R. TICKET OFFICE, No. 270, South-East corner of Main and Third streets, Louisville, Ky.

*Trains are run by Louisville time.

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THE PASSENGER TRAIN will leave the Union Depot at 12:15 p. m. daily for Madison, Cincinnati and Louisville.

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CHANGE OF TIME.

MONDAY, DECEMBER THE 3d, 1860.

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FIRST TRAIN,

6:05 A. M., Cincinnati and Lexington Express, arrives at Cincinnati at 11:00 A. M., Lexington, Ky., 7:30 P. M., Chillicothe, Ohio, 8:30 P. M.

SECOND TRAIN.

12:05 P. M., Cincinnati mail train arrives at Cincinnati at 5:35 P. M. This train connects at Cincinnati for Columbus, Zanesville, Wheeling, Chillicothe, Marietta, Parkersburg, Grafton, Baltimore and Washington City direct. Passengers by this train make the same time to all the above named points, as via any other route out of Indianapolis, and fare always as low.

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Time Changed.

On and after Monday, December 10th, the Express Mail East will leave Indianapolis at 7:20 A. M. instead of 6:35,—making the same connections at Union and Crestline as before.

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Advertisements.

AMERICAN INSTITUTE OF INSTRUCTION.

The Thirty-Second Annual Meeting of the American Institute of Instruction will be held in BRATTLEBORO, Vt., at the TOWN HALL, on the 21st, 22d, and 23d days of August. The Public Exercises will be as follows :

Wednesday, Aug. 21.—Organization, Annual Address by the President, and discussion of the following question:

"How many hours a day ought Pupils to be confined in School; and should they be required to prepare lessons at home?"

At 8 o'clock, P.M., a Lecture by Hon. ANSON SMYTH, of Ohio.

Thursday, 22d.—Discussion. Subjects: "The Proper Qualifications of Primary School Teachers," "Methods of Teaching Elocution and Reading."

Lectures, by H. E. SAWYER, Principal of High School, Concord, N. H.; LEWIS B. MONROE, on the Human Voice; and in the evening, CALVIN PEASE, D.D., President of Vermont University.

Friday, 23d.—Discussion: "Universal Education the Great Safeguard of a Republican Government."

Lectures, by D. G. MOORE, Principal of Public School in Rutland, Vt., by T. D. ADAMS, Principal of High School, Newton Mass. At 8 o'clock, P.M., Lecture by Prof. EDWARD NORTH, of Hamilton College, N. Y. Subject: "The Tuition of Amusements."

Ladies attending the meeting, will be welcomed to the hospitalities of the citizens of Brattleboro. Those who purpose to be present will greatly oblige the Committee of Reception, and will avoid personal inconvenience, by sending their names, as early as possible, to HIRSH ORCUTT, West Brattleboro, Vt., or to the Secretary, West Newton, Mass.

It is expected that the usual reduction of fares on the several Railroads will be made, of which due notice will be given in the newspapers.

WM. E. SHELDON,

West Newton, June 12, 1861.

Record'g Sec.

WANTED.—A situation as Principal of an Academy or private school; by a graduate of Indiana University, who has had considerable experience as a teacher. The most satisfactory references will be given. Address Resident Editor, Indianapolis, Ind.

[June, 1861.]

FOWLER AND WELLS' JOURNALS

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1. They are large and free from lettering; the execution is bold, distinct, and performed with artistic care and skill, thus approaching the effect of a picture. The Mountain and River systems are clearly defined, and all the great leading facts of Physical and Descriptive Geography are presented in a form to strike the eye and impress the mind of the student.

2. THEY ARE ALL CONSTRUCTED ON A UNIFORM SCALE. The pupil is thus taught the relative sizes not only of the continental masses, but of all the subordinate divisions, both of land and water. This feature enables the teacher to introduce the principles of comparison, in the study of the various portions of the earth. The student is also enabled accurately to compute distances from place to place by measurements upon the maps.

3. The coloring, too often neglected, has been carefully arranged and tastefully executed, so that the outlines are most graphically presented.

4. The maps may be used in connection with any of the numerous textbooks published, as they are not dependent upon any particular system.

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Discipline and Instruction, by Charles Northend. - -	1.00
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Recent Official Recommendation BY THE INDIANA STATE BOARD OF EDUCATION.

THE ECLECTIC SERIES ADOPTED.

INDIANAPOLIS, INDIANA, *April 11th*, 1861.

At a regular meeting of the INDIANA STATE BOARD OF EDUCATION, held at the office of the Superintendent of Public Instruction, in Indianapolis, April 11th, 1861, the following list of Text-Books was approved and adopted as embracing the books *best adapted* for use in the Schools of the State, viz:

Orthography, etc.—McGuffey's Primary School Charts; McGuffey's Eclectic Spelling Book.

Reading, etc.—McGuffey's New Eclectic Series of Readers; McGuffey's New Eclectic Speakers.

Arithmetic.—Ray's Series, embracing the Primary, Intellectual, Practical, and Higher Arithmetic.

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English Grammar.—Pinneo's Series, embracing Pinneo's Primary and Analytical Grammars.

MILES J. FLETCHER,
Superintendent of Public Instruction.

[Text-Books upon other branches of study are embraced in the official list: these are here omitted.]

Among other books before the Indiana State Board of Education, was Goodrich's Series of Readers, published by JOHN P. MORTON & Co., of LOUISVILLE, KENTUCKY. Although

Goodrich's Readers had been recommended two years before, yet the fact of their having failed to meet the approval of teachers and educators, or to maintain themselves where introduced, caused their rejection; and,

McGuffey's New Readers were "approved and adopted as the books *best adapted* for use in the Schools of the State," being *superior in merit*, and in every way more desirable.

SHORT - H A N D.

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MILES J. FLETCHER,
Superintendent of Public Instruction.

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☞ McGuffey's New Readers were "approved and adopted as the books *best adapted* for use in the Schools of the State," being *superior in merit*, and in every way more desirable.

SUSPENDED.—The Journal of Progress, published by Elias Longley, Cincinnati, has been suspended on account of the war. It is hard to sustain educational Journals in such times as these; their friends and patrons do not appreciate the influence of the war upon such interests, else they would not forget them so easily.

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INDIANA STATE TEACHERS' ASSOCIATION.

ORDER OF EXERCISES FOR THE EIGHTH ANNUAL MEETING.

(To be held in the Capitol at Indianapolis, December 25, 26, 27, 1861.)

DECEMBER 25th.

- 2 o'clock, P. M.—**PRELIMINARY BUSINESS**; 2 Reports of Members of State Institute Committee; 3 Inquiries, suggestions, &c., touching said reports, and Institutes generally; 4 Miscellaneous.
- 7 o'clock, P. M.—Address by the President, G. A. Irvine. Discussion of topics in said address. Miscellaneous business.

DECEMBER 26th.

- 9 o'clock, A. M.—**OPENING EXERCISES.**
- 9 20—Paper on Reading, and Best Modes of Teaching same. By J. B. MALLETT. Discussion of said Paper.
- 10 20 A. M.—Discussion: Duties of School Examiners, and Means and Modes of discharging said duties. Examiners are earnestly requested to be present. Miscellaneous.
- 2 o'clock, P. M.—Paper on School Amusements. Discussion of said Paper.
- 3 o'clock, P. M.—Address: "School Architecture." By MILES J. FLETCHER. Discussion. Miscellaneous.
- 7 o'clock, P. M.—Exhibit of Dio Lewis' system of Gymnastics. By E. M. BUTLER. Inquiries and suggestions touching same, and Physical Education generally.

DECEMBER 27th.

- 9 o'clock, A. M.—**OPENING EXERCISES.**
- 9 20 A. M.—Paper on Moral Instruction in Schools, and best means of imparting the same. By W. H. VENABLE. Discussion of said Paper.
- 10 20 A. M.—Paper on Qualifications of the Primary Teacher. By MISS MELLIE A. VATER. Discussion of said Paper. Miscellaneous.
- 2 o'clock, P. M.—Paper on Duty of Teachers, as to the Health and Manners of pupils. By A. J. VAWTER. Discussion of said Paper.
- 3 o'clock, P. M.—Election of Officers. Report of Treasurer. Miscellaneous.
- 7 o'clock, P. M.—Closing Business; Toasts, Responses, and Recitations, interlarded with Reunion and Vocal Music. Adjournment.

—Announcements will be made in due time relative to Boarding and Railroad fare. Papers throughout the State are requested to notice the above.

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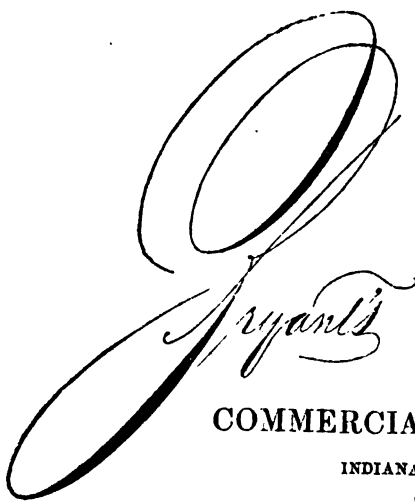
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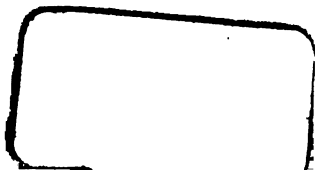
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